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ABSTRACT

California school districts reported their goals, subgoals, and priorities by matching statements to those in a catalog of 279 possible educational goals developed by a state legislature subcommittee. This report compiles data collected from 217 school districts that met certain goals collection criteria. Data from the remaining 614 participating school districts that did not meet the goals collection criteria are presented in a companion report. Tables include tabulations of goals, subgoals, and priorities data for elementary, secondary, and unified school districts, and for urban, suburban, and rural school communities. Summary tables present the most frequently mentioned goals, subgoals, and priorities including the ten statements ranked by the highest priority group.
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STATE OF CALIFORNIA

JOINT LEGISLATIVE COMMITTEE ON EDUCATIONAL GOALS AND EVALUATION

AND

THE DEPARTMENT OF EDUCATION

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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COMPILATION OF FALL 1974 GOALS, SUBGOALS AND PRIORITIES MEETING GOALS COLLECTION CRITERIA

JANUARY 1975

EA 008 734

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1 Introduction

This report compiles goals, subgoals and priorities data collected from California school districts in the fall of 1974 which met certain goals collection criteria established by the Joint Legislative Committee on Educational Goals and Evaluation. Included are data from 217 of the 831 participating school districts. Data from the remaining 614 participating school districts that did not meet the goals collection criteria are presented in a companion report.

The 831 school districts that participated in the goals collection project represent 79% of the State's 1,048 school districts and 71% (2,802,969) of the State's FY 73 A.D.A. of 3,942,469. The 217 districts meeting the criteria represent 26% of the 831 participating districts, 33% (920,537) of the A.D.A. of participating districts and 23% of the total State A.D.A.

The goals collection criteria referenced above are described in a July 5, 1973 memorandum of the Joint Committee, a copy of which is included in the Appendix. The essential criteria in that memo which relate directly to school districts include the following: 1) reported data must have been verified by a five-member district reporting committee; 2) goals data must have been adopted or re-adopted after July 1, 1970; 3) community members, district administrators, classified district personnel, classroom teachers and high school students must have been involved at least moderately and elementary students at least a little; 4) community members from all ethnic and economic groups and all geographical areas must have been involved; and 5) goal setting processes must have been operated at each school site or at regional sites with school input.

Procedures and forms by which data were collected are described in a procedures manual dated September 1974. Personnel from all county schools offices received instructions regarding those procedures and forms at in-service training programs held in Los Angeles, Fresno, San Jose, Sacramento and Redding. Subsequent to the inservice training programs, county schools offices personnel worked with school districts within each respective county to collect the necessary data. Forms, procedures, training, and/or direct assistance was provided to each district as required. Additional support in the form of personnel and limited financial aid was available from those county schools offices that hosted the inservice training programs.

School districts reported their goals, subgoals and priorities by matching each statement or statement part to statements listed in a goals catalog. Goals catalogs and coding forms were provided for this task. School districts were also provided with questionnaires designed to obtain information on the goal setting processes utilized and the degree of participation by community members. The responses to those questionnaires, which are documented in a separate report, determined whether a district did or did not meet the criteria of the July 5, 1973 memorandum. To verify

that the intent of the goals as adopted by local school districts was adequately conveyed through the coding process, five-member reporting committees consisting of a community representative, a board member, a school administrator, a teacher and a student, each selected by his or her peers, were assembled in each district to approve the coding. Completed coding forms were forwarded to Systems Planning Corporation where they were translated into machine-readable format for computer processing.

In its present form, the goals, subgoals and priorities data may be used to make inferences regarding the general educational directions or aspirations of those persons who participated in the goal setting and collection processes. Since only unanalyzed data are presented, no conclusions were drawn concerning the possible validity or invalidity of the compiled data. Such a determination of validity, which would require the design and execution of experiments and tests for significant differences, was beyond the scope of the present study.

No inferences should be drawn concerning the success or failure of the goal setting processes or the goals collection project on the basis of the degree of usefulness of the compiled data. Nor should any identified limitations in the compiled data be construed as criticism of the data for individual school districts or the efforts of persons who participated in either the development of goals or in their collection. No such criticism was intended or should be implied.

In any project of the magnitude of the setting and collecting of goals, which involved hundreds of thousands of persons over a several year time span, the degree of success must be measured by the positive direction that results rather than the expectation of direct solutions to vaguely defined problem areas. A complete goal setting cycle would also include many activities beyond the adoption of goals, such as developing program objectives, initiating new programs, developing an evaluation process, and determining the effectiveness of the programs in meeting the goals and needs of the local school-community. The collecting of adopted goals, which is only one phase of a complete cycle, can hardly be expected to produce complete answers to questions that have been raised for many decades.

The strengths and weaknesses of the goals collection project and certain aspects of the goal setting processes that were followed by the state's school districts are discussed in other reports listed in the Bibliography. The interested reader seeking more comprehensive knowledge is directed to those reports.

2 Description of Data

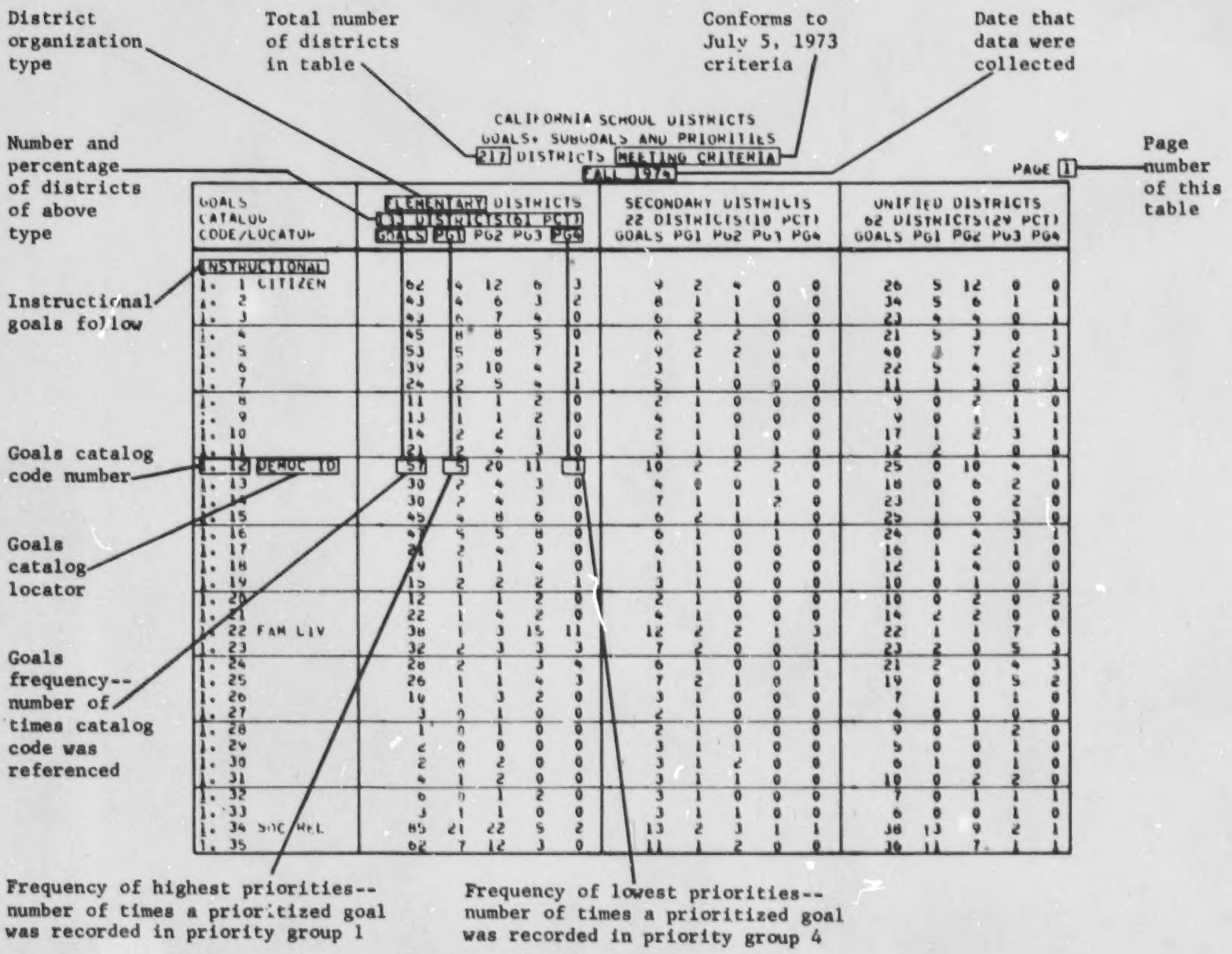
The "Goals Report Format" illustration on the following page describes the format of tables that are presented in Section 4. Those tables include tabulations of goals, subgoals and priorities data for elementary, secondary and unified school districts and for urban, suburban and rural school-communities. The various tables aggregate data for all A.D.A. ranges for a particular district organization type or for a particular socio-geographic community type (urban, suburban or rural). A more detailed presentation of data by A.D.A. ranges for various combinations of elementary/secondary/unified and urban/suburban/rural classifications is given in the "Detailed Presentation of Data" report referenced in the Bibliography.

Each table tabulates the total references made to goals catalog codes by the goals and subgoals of school districts meeting the print criteria. For example, in elementary school districts, 57 districts out of 133 reporting data listed the statement corresponding to the goals catalog code 1.12 as one of their goals or subgoals.

A copy of the complete goals catalog which contains statements referenced by code number in the goals tables is included at the end of this section. That catalog, which represents a compilation of 279 of the possible goals of education of California school districts, was developed by a Subcommittee working under the direction of the Joint Committee. Goal statements in that catalog are grouped together under "locator" headings. For ease of reference, those locator headings also appear in the goals tables beside the first code of each group. Portions of the catalog are also included on the page across from the goals tables in Section 4 to enable the complete statements to be more easily referenced.

Goals and subgoals were treated the same in compiling the tables; i.e., the frequency of mention of a particular goals catalog code includes all references by either a district goal or subgoal. Since reference to a particular catalog code was counted only once by a single school district (multiple references were eliminated), the maximum possible number of references to a code is the number of school districts reporting data.

Priority frequencies are summarized in the goals reports by priority groups 1 through 4. With this grouping method, priorities from various school districts are accumulated, regardless of the number of priorities reported by a particular district. For example, a district with four goals prioritized 1-4 would have one priority fall into each group while a district with forty goals prioritized 1-40 would have ten priorities fall into each group. If two or more prioritized goals or subgoals referenced the same catalog code, the highest priority referenced (the lowest number) was recorded. In the event that a school district assigned non-sequential priorities, the priority groups were determined according to the actual priorities assigned. For example, a district with ten goals having two priority ones and eight priority tens would be tabulated with two entries in priority group 1 and eight entries in priority group 4.


District organization type
Total number of districts in table
Conforms to July 5, 1973 criteria
Date that data were collected
CALIFORNIA SCHOOL DISTRICTS
GOALS, SUBGOALS AND PRIORITIES
217 DISTRICTS MEETING CRITERIA
FALL 1974
PAGE 1
Page number of this table
Number and percentage of districts of above type
Instructional goals follow
Goals catalog code number
Goals catalog locator
Goals frequency--number of times catalog code was referenced
Frequency of highest priorities--number of times a prioritized goal was recorded in priority group 1
Frequency of lowest priorities--number of times a prioritized goal was recorded in priority group 4

GOALS CATALOG CODE/LOCATOR	ELEMENTARY DISTRICTS 89 DISTRICTS(41 PCT) GOALS	PG1	PG2	PG3	PG4	SECONDARY DISTRICTS 22 DISTRICTS(10 PCT) GOALS	PG1	PG2	PG3	PG4	UNIFIED DISTRICTS 82 DISTRICTS(29 PCT) GOALS	PG1	PG2	PG3	PG4
INSTRUCTIONAL															
1. 1 CITIZEN	62	14	12	6	3	9	2	4	0	0	26	5	12	0	0
1. 2	43	4	6	3	2	8	1	1	0	0	34	5	6	1	1
1. 3	43	6	7	4	0	6	2	1	0	0	23	4	5	0	1
1. 4	45	8	8	5	0	6	2	2	0	0	21	5	3	0	1
1. 5	53	5	8	7	1	9	2	2	0	0	40	8	7	2	3
1. 6	39	7	10	4	2	3	1	1	0	0	22	5	4	2	1
1. 7	24	2	5	4	1	5	1	0	0	0	11	1	3	0	1
1. 8	11	1	1	2	0	2	1	0	0	0	9	0	2	1	0
1. 9	13	1	1	2	0	4	1	0	0	0	9	0	1	1	1
1. 10	14	2	2	1	0	2	1	1	0	0	17	1	2	3	1
1. 11	21	2	4	3	0	3	1	0	1	0	12	2	1	0	0
1. 12 DEMOC ID	57	5	20	11	1	10	2	2	2	0	25	0	10	4	1
1. 13	30	2	4	3	0	4	0	0	1	0	18	0	6	2	0
1. 14	30	2	4	3	0	7	1	1	2	0	23	1	6	2	0
1. 15	45	4	8	6	0	6	2	1	1	0	25	1	9	3	0
1. 16	41	5	5	8	0	6	1	0	1	0	24	0	4	3	1
1. 17	24	2	4	3	0	4	1	0	0	0	16	1	2	1	0
1. 18	14	1	1	4	0	1	1	0	0	0	12	1	4	0	0
1. 19	15	2	2	2	1	3	1	0	0	0	10	0	1	0	1
1. 20	12	1	1	2	0	2	1	0	0	0	10	0	2	0	2
1. 21	22	1	4	2	0	4	1	0	0	0	14	2	2	0	0
1. 22 FAM LIV	38	1	3	15	11	12	2	2	1	3	22	1	1	7	6
1. 23	32	2	3	3	3	7	2	0	0	1	23	2	0	5	3
1. 24	28	2	1	3	4	6	1	0	0	1	21	2	0	4	3
1. 25	26	1	1	4	3	7	2	1	0	1	19	0	0	5	2
1. 26	10	1	3	2	0	3	1	0	0	0	7	1	1	1	0
1. 27	3	0	1	0	0	2	1	0	0	0	4	0	0	0	0
1. 28	1	0	1	0	0	2	1	0	0	0	9	0	1	2	0
1. 29	0	0	0	0	0	3	1	1	0	0	5	0	0	1	0
1. 30	2	0	2	0	0	3	1	2	0	0	6	1	0	1	0
1. 31	4	1	2	0	0	3	1	1	0	0	10	0	2	2	0
1. 32	6	0	1	2	0	3	1	0	0	0	7	0	1	1	1
1. 33	3	1	1	0	0	3	1	1	0	0	6	0	0	1	0
1. 34 SOC/REL	85	21	22	5	2	13	2	3	1	1	38	13	9	2	1
1. 35	62	7	12	3	0	11	1	2	0	0	30	11	7	1	1

Because of duplicate codes, non-sequential assignments of priorities, and fewer than four priorities in some school districts, the priority frequencies are not evenly distributed into quadrants. The priority group 1 total is usually greater than the priority group 2 total, etc. The total of the four priority groups for a given goals catalog code cannot exceed the total references by goals and subgoals (after duplicate codes are eliminated). If all goals and subgoals were prioritized, the two totals would be the same; however, many districts either had no priorities or assigned equal priority to all goals and subgoals. In either case, no priority was recorded in the goals reports, although the catalog code references were recorded.

1. INSTRUCTIONAL GOALS

CITIZENSHIP

1.1 Learn how to be a good citizen.
1.2 Develop an awareness of civic rights and responsibilities.
1.3 Develop attitudes for productive citizenship in a democracy.
1.4 Develop an attitude of respect for personal and public property.
1.5 Develop an understanding of the obligations and responsibilities of citizenship.
1.6 Acquire the skills, knowledge and values necessary for responsible citizenship.
1.7 Know the main structures and functions of our government and political processes.
1.8 Understand that productive citizenship involves effort to assure good government.
1.9 Comprehend the nature and purpose of governments.
1.10 Live within the law.
1.11 Strive to eliminate prejudice in our society whether based on sex, religious belief, race, nationality, ethnic identification, or age.

IDEALS OF DEMOCRACY

1.12 Understand and practice democratic ideas and ideals.
1.13 Develop loyalty to American democratic ideals.
1.14 Develop patriotism and loyalty to ideals of democracy.
1.15 Develop knowledge and appreciation of the rights and privileges in our democracy.
1.16 Develop an understanding of our American heritage.
1.17 Understand and appreciate the ideals and principles underlying the American democracy.
1.18 Develop patriotism and loyalty to America.
1.19 Understand the democratic political system.
1.20 Be able to compare the democratic political system with other political systems.
1.21 Acquire the skills necessary to adapt and adjust to living in a democratic society.

FAMILY LIVING

1.22 Understand and practice the skills of family living.
1.23 Develop understanding and appreciation of the principles of living in the family group.
1.24 Develop attitudes leading to acceptance of responsibilities as family members.
1.25 Develop an awareness of future family responsibilities and achievement of skills in preparing to accept them.
1.26 Understand the roles and responsibilities of different family members.
1.27 Learn about factors that strengthen and weaken family ties.
1.28 Understand sexual expression in marriage.
1.29 Understand the aims and means of family planning.
1.30 Understand the physical, emotional, and social ramifications of extra-marital sex.
1.31 Know about human reproduction, prenatal development, and birth.
1.32 Know about the stages of human growth and development from infancy to death.
1.33 Understand and be prepared to accept future parental responsibility for children's care, education, and upbringing.

SOCIAL RELATIONSHIPS

1.34 Learn to respect and get along with people with whom we work and live.
1.35 Develop appreciation and respect for the worth and dignity of individuals.
1.36 Develop respect for individual worth and understanding of minority opinions and acceptance of majority decisions.
1.37 Develop a cooperative attitude toward living and working with others.
1.38 Acquire habits and attitudes which have proven value to social relations.
1.39 Understand the interdependence of people.
1.40 Contribute to the improvement of the world.
1.41 Be able to adjust to the changing demands of society.
1.42 Be able to establish and enjoy close personal relationships.

SOCIAL RELATIONSHIPS

1.43 Recognize feelings and expressions of emotion as a component of human relationships.
1.44 Take responsibility for oneself and not be overly dependent on others.
1.45 Acquire skill in group discussion and meetings.
1.46 Share one's own ideas, opinions, and feelings with others.
1.47 Give due credit to people who have helped one achieve something.
1.48 Be prepared for roles of leader and follower, and be able to accept frustration and defeat as well as success and winning.
1.49 Learn to enjoy the achievements of one's friends and associates.
1.50 Enjoy collaboration with others in joint enterprises.

INTER–CULTURAL RELATIONSHIPS

1.51 Learn how to respect and get along with people who think, dress and act differently.
1.52 Develop an appreciation for and an understanding of other people and other cultures.
1.53 Develop an understanding of political, economic, and social patterns of the rest of the world.
1.54 Develop awareness of the interdependence of races, creeds, nations and cultures.
1.55 Develop an awareness of the processes of group relationships.
1.56 Support the existence of a variety of lifestyles in America.
1.57 Seek relationships with people from other economic, ethnic, and social groups.
1.58 Seek to learn about other cultures by experiencing them.
1.59 Understand how groups with different cultures or values can interrelate effectively.
1.60 Understand how groups with cultures and values quite different from one's own contribute to one's total cultural heritage.

BASIC SKILLS

1.61 Develop skills in reading, writing, speaking and listening.
1.62 Develop ability to communicate ideas and feelings effectively.
1.63 Develop skills in oral and written English.
1.64 Have reading comprehension skills, which include retaining information, seeing implications, making inferences, and arriving at generalizations and conclusions.
1.65 Have oral reading and word attack skills, including phonetics.
1.66 Read for information and pleasure.
1.67 Learn study skills.
1.68 Have proficiency in written expression.
1.69 Speak fluent and clear English.
1.70 Have good listening skills.
1.71 Utilize non-verbal means of communication.
1.72 Have motor, sensory, and memory skills appropriate to one's age and growth level.
1.73 Have legible penmanship.
1.74 Be able to spell.
1.75 Recognize types and effects of mass communication.
1.76 Be able to apply the fundamental arithmetic operations with whole numbers, fractions, decimals, and percents, and understand common mathematical symbols.
1.77 Be able to apply mathematics to the solution of problems encountered in daily living.
1.78 Develop skills in the use of other languages.
1.79 Learn about computer languages.
1.80 Develop writing as a means of self-expression.

GEN. KNOWL.

1.81 Gain a general education.
1.82 Develop background and skills in the use of numbers, natural sciences, mathematics, and social sciences.
1.83 Develop a fund of information and concepts.
1.84 Develop special interests and abilities.

GENERAL KNOWLEDGE

1.85 Have knowledge of mathematical concepts, definitions, symbols, and operations.
1.86 Understand the contribution of mathematics and science to technological and economic progress.
1.87 Understand elements of art and music.
1.88 Develop rational skills for scientific problem-solving, including divergent and convergent thinking, induction and deduction, hypothesizing, testing and observing, analysis, synthesis, and valuing.
1.89 Be able to speak convincingly and effectively.
1.90 Recognize and read various styles and kinds of good literature.
1.91 Understand the contributions of sub-cultures to American society.
1.92 Understand governmental and political systems.
1.93 Understand the political, economic, and social problems throughout the world.
1.94 Understand the major records of history, anthropology, and past cultures.
1.95 Be knowledgeable about government and social services and how they are supported by taxation.
1.96 Understand the role of business and industry in the United States.
1.97 Be knowledgeable about the role of the United States in world affairs, including foreign military and economic commitments, international trade and relations, and participation in the United Nations.

CHARACTER AND PERSONAL VALUES

1.98 Develop good character and self-respect.
1.99 Develop moral responsibility and a sound ethical and moral behavior.
1.100 Develop the student's capacity to discipline himself to work, study, and play constructively.
1.101 Develop a moral and ethical sense of values, goals, and processes of free society.
1.102 Develop standards of personal character and ideals.
1.103 Possess ethical, moral, social, and spiritual values and use them to make decisions and establish personal goals.
1.104 Be knowledgeable about the major religions, philosophies, and moral and ethical teachings.
1.105 Develop personal discipline.
1.106 Understand the relation of one's personal ethical values to the processes of a free society.
1.107 Behave in accordance with one's standards.
1.108 Appreciate society's moral and ethical values.
1.109 Learn to accept responsibility for one's own behavior.

DECISION–MAKING AND PROBLEM SOLVING

1.110 Learn how to examine and use information.
1.111 Develop ability to examine constructively and creatively.
1.112 Develop ability to use scientific methods.
1.113 Develop reasoning abilities.
1.114 Develop skills to think and proceed logically.
1.115 Be knowledgeable about and use the principles of making decisions and solving problems.
1.116 Understand the role of value judgments in decision making.
1.117 Understand the role of uncertainty in decision-making.
1.118 Be able to distinguish fact from opinion.
1.119 Be able to invent new approaches to difficult problems.
1.120 Learn to concentrate.
1.121 Know how to use common sources of information.
1.122 Know how to test decisions by the criteria of common sense and reasonable expectation.
1.123 Apply accumulated knowledge, skills, and experience to present day living and planning for the future.

PREPARATION FOR CHANGES

1.124 Learn about and try to understand the changes that take place in the world.
1.125 Develop ability to adjust to the changing demands of society.
1.126 Develop an awareness and the ability to adjust to a changing world and its problems.
1.127 Develop understanding of the past, identify with the present, and the ability to meet the future.
1.128 Understand that the world is continually changing and be able to adapt to such changes.
1.129 Be able to solve personal problems occasioned by change.
1.130 Understand how world problems require social change and personal adjustment for their solution.
1.131 Be open to change and ready to adjust to change.
1.132 Understand the principles of conflict resolution, weighing of evidence, negotiation, and reasonable compromise.

PREP. FOR ENTERING THE WORLD OF WORK

1.133 Be aware of the influence of others as one establishes values and makes decisions.
1.134 Develop skills to enter a specific field of work.
1.135 Develop abilities and skills needed for immediate employment.
1.136 Develop an awareness of opportunities and requirements related to a specific field of work.
1.137 Develop an appreciation of good workmanship.
1.138 Understand the value of work to society, to one's personal development, and to preparation for a career.
1.139 Have general knowledge and specific information about vocations of interest to oneself.
1.140 Know how to get and hold a job.

ABILITY TO MAKE JOB SELECTIONS

1.141 Gain information needed to make job selections.
1.142 Promote self-understanding and self-direction in relation to student's occupational interests.
1.143 Develop the ability to use information and counseling services related to the selection of a job.
1.144 Develop a knowledge of specific information about a particular vocation.
1.145 Appreciate the importance of work to self-fulfillment and happiness.
1.146 Have the abilities, attitudes, and skills necessary for realizing a productive and useful career.
1.147 Know enough about oneself to make an appropriate career choice.
1.148 Understand career ladders and how one can continually upgrade skills and abilities to obtain more satisfying work.
1.149 Appreciate the satisfactions of superior performance.
1.150 Be able to relate changes in society to changing career opportunities.
1.151 Integrate work and family responsibilities in a satisfactory fashion.

MANAGEMENT OF RESOURCES

1.152 Learn how to be a good manager of money, property, and resources.
1.153 Develop an understanding of economic principles and responsibilities.
1.154 Develop ability and understanding in personal buying, selling, and investment.
1.155 Develop skills in management of natural and human resources and man's environment.
1.156 Be a careful consumer who utilizes resources efficiently while minimizing environmental damage.
1.157 Work to eliminate air, water, noise, and land pollution.
1.158 Work to protect and preserve the ecological balance of nature.
1.159 Develop a sense of responsibility for personal and public property.
1.160 Work to protect natural resources.
1.161 Not waste one's own and others' time.
1.162 Understand the effects of technology and population growth on the environment.
1.163 Use material assets to satisfy basic needs and pursue personal and family goals.
1.164 Understand the value of human resources.

DESIRE FOR LEARNING

1.165 Develop a desire for learning now and in the future.
1.166 Develop intellectual curiosity and eagerness for lifelong learning.
1.167 Develop a positive attitude toward learning.
1.168 Develop a positive attitude toward continuing independent education.
1.169 Recognize learning as a continuous process for self-development.
1.170 Experience satisfaction in gaining new information and skills.
1.171 Assume personal responsibility for independent learning.
1.172 Recognize that personal growth and knowledge can contribute to the learning of others.
1.173 Apply accumulated knowledge, skills, and experience to every day living.
1.174 Seek new learning experiences.
1.175 Desire to achieve at one's level of age and ability.
1.176 Be inquisitive about natural phenomena and puzzling events.
1.177 Develop a program for realizing personal and family goals.
1.178 Learn how to evaluate one's progress.
1.179 Learn how to identify one's needs.

LEISURE TIME

1.180 Learn how to use leisure time.
1.181 Develop ability to use leisure time productively.
1.182 Develop a positive attitude toward participation in a range of leisure time activities—physical, intellectual, and creative.
1.183 Develop appreciation and interests which will lead to wise and enjoyable use of leisure time.
1.184 Recognize that happiness is pursued and realized in many ways.
1.185 Understand the necessity for an appropriate balance between work and leisure.
1.186 Understand the contribution of leisure and relaxation to effective work.
1.187 Learn games and skills which will enable one to join the leisure time activities of others.

AESTHETICS – FINE ARTS

1.188 Appreciate culture and beauty in the world.
1.189 Develop abilities for effective expression of ideas and cultural appreciation (fine arts).
1.190 Cultivate appreciation for beauty in various forms.
1.191 Develop creative self-expression through various media (art, music, writing, etc.).
1.192 Develop special talents in music, art, literature and foreign languages.
1.193 Appreciate the contribution of our cultural and artistic heritage to our way of life.
1.194 Learn to enjoy the work and performances of especially talented artists.
1.195 Learn to appreciate the beauties of nature.
1.196 Learn to appreciate architectural beauty.
1.197 Develop a knowledge of various folk arts and folk music.

SELF–ESTEEM AND SELF–DEVELOPMENT

1.198 Develop pride in work and a feeling of self-worth.
1.199 Develop a feeling of student pride in his achievements and progress.
1.200 Develop self-understanding and self-awareness.
1.201 Develop the student's feeling of positive self-worth, security, and self-assurance.
1.202 Achieve self-realization by maximizing the fulfillment of one's potential.
1.203 Become a whole person by the integration of one's feelings, thoughts, and actions.
1.204 Understand human reactions in a variety of emotional situations such as love, sorrow, stress, depression, joy, sexual relation, anger, anxiety.
1.205 Be willing to try new experiences and take reasonable risks.
1.206 Be aware of changes in self brought about by maturation and education.
1.207 Be in possession of self-control.
1.208 Develop the self-confidence to take the initiative to change one's conditions of existence.
1.209 Understand and appreciate one's experience as a member of the community in which one lives.
1.210 Understand and take pride in one's own cultural and ethnic background.
1.211 Develop the ability to understand oneself in relation to the environment, and the extent of one's control over one's future.

HEALTH AND SAFETY

1.212 Practice and understand the ideas of health and safety.
1.213 Establish an effective individual physical fitness program.
1.214 Develop an understanding of good physical health and well being.
1.215 Establish sound personal health habits and information.
1.216 Develop a concern for public health and safety.
1.217 Value good health and well-being.
1.218 Be able to recognize symptoms of poor physical or mental health.
1.219 Have good nutritional and cleansing habits.
1.220 Exercise regularly and get adequate rest.
1.221 Take reasonable precautions for the safety of oneself.
1.222 Know the physical and social consequences of smoking and alcoholism.
1.223 Know the physical and social consequences of drug abuse.
1.224 Be knowledgeable about the causes and prevention of disease.

2. INSTITUTIONAL GOALS

COMMUNICATION

2.1 Report student progress on a regular basis to parents and students.
2.2 Assure adequate articulation and communication among age and grade levels, schools, districts, and other educational institutions.
2.3 Establish effective communication between parents, teachers, students, and community.

DECISION–MAKING

2.4 Provide each school with sufficient autonomy to establish programs suitable to their school-community.
2.5 Establish advisory councils at each school.
2.6 Involvement of representatives of all segments of the school-community in decision making.
2.7 Provide for administrative decentralization.
2.8 Improve Board-Superintendent relations.
2.9 Utilize a valid information base in making decisions.

EDUCATIONAL PROGRAMS

2.10 Provide programs and services to meet health, counseling, psychological, welfare and attendance, and special educational needs of pupils.
2.11 Provide opportunities for students to participate in community activities, including community service and work experience.
2.12 Provide a variety of extra-curricular activities.
2.13 Provide all students with equal educational opportunities.
2.14 Establish a program of early childhood education.
2.15 Develop educational programs to reduce dropouts.
2.16 Provide a program of bi-lingual education for non-English speaking pupils.
2.17 Develop educational programs to increase attendance.
2.18 Provide programs and services for special education.
2.19 Provide programs and services for general education.
2.20 Provide programs and services for pupil personnel services.
2.21 Provide programs and services for vocational education.
2.22 Provide ethnic studies programs.

PROGRAM EVALUATION

2.23 Provide for accountability through a system of research, program planning and development, evaluation and modification, and reporting to the community.
2.24 Provide feedback for public examination and redirection of the educational programs.
2.25 Should help individual students, teachers, parents, and other school community members learn about themselves and their relationship to others.

UTILIZATION OF RESOURCES

2.26 Utilize local, state, and federal resources to provide personnel, programs, materials, and facilities to assist all students in meeting the educational objectives adopted by themselves, the district, and their own school.
2.27 Provide leadership and resources to develop programs, utilizing the services of community citizens and agencies.
2.28 Improve transportation service for pupils.
2.29 Utilize services of community volunteer organizations.
2.30 Improve food services for pupils.
2.31 Provide resources and opportunities appropriate to meet the special needs of disadvantaged youth.
2.32 Provide free lunches for needy pupils.

PERSONNEL

2.33 Provide for a systematic process of personnel selection and evaluation.
2.34 Provide adequate resources and adopt policies for the improvement and upgrading of all staff.
2.35 Adopt employment policies which include an affirmative action plan for assuring reasonable ethnic balance among district staff.
2.36 Get rid of ineffective teachers.
2.37 Get rid of ineffective administrators.

SCHOOL ORGANIZATION PROCEDURES AND ENVIR.

2.38 Allow and encourage the establishment of alternative learning opportunities.
2.39 Provide open classrooms.
2.40 Provide non-graded instruction.
2.41 Provide integrated education.
2.42 Maintain discipline.
2.43 Provide traditional programs.
2.44 Provide equal educational opportunities.
2.45 Provide pupils options among educational courses, activities, and experiences.
2.46 Prevent violence.
2.47 Establish year-around schools.
2.48 Utilize team teaching.
2.49 Establish a flexible system of class scheduling.
2.50 Establish individualized instruction to meet each student needs.
2.51 Provide an educational environment that allows each student the opportunity to maximize his/her potential.

FACILITIES & GROUNDS

2.52 Provide facilities for general and special educational needs.
2.53 Provide adequate facilities for recreation, physical exercise, and competitive athletics.
2.54 Provide facilities to enhance learning activities, such as libraries, media centers, open space, etc.
2.55 Provide adequate and safe playgrounds and equipment to meet the needs of the school-community.

3 Limitations of Data

Education for the People, Volumes I and II provided general guidelines to assist districts in developing their goals, subgoals and priorities and in seeking broad-based community participation. No emphasis to one particular goal setting process or format over another was made; it was therefore not intended that goals be developed to enable their collection and tabulation to be more easily accomplished. With the freedom to select or design processes to meet unique local needs, the actual format and content of goals varied greatly from one district to the next. For this reason, that individual district goals were not developed according to common criteria and standards with their eventual collection and tabulation in mind, the compiled data are subject to misinterpretation. Caution is therefore advised when attempting to directly interpret the data or to draw conclusions from it.

There are four basic sources which contributed to the limitations of the data. These are: 1) the collection criteria, goals catalog and goals data which were developed prior to the goals collection project and which constrained or otherwise influenced the project's design; 2) the data collection procedures that were followed; 3) the quality of the data in its collected and compiled forms; and 4) the data tabulation methods that were utilized. These four sources are closely interrelated and should therefore not be considered independently. Each is discussed below.

Work Preceding Goals Collection

The Joint Committee, in its desire to collect goals, subgoals and priorities that most accurately reflected the wishes and aspirations of the people, established certain goals collection criteria to determine which school districts would have their data included in the desired compiled report. Data from districts not meeting the criteria were to be reported separately. The selection criteria (see Appendix) were established after the goals were developed and were based upon assumptions concerning the importance of a certain degree of participation by different school-community groups. The compiled report of data from districts meeting the criteria includes all districts that indicated at least a minimum positive response to those criteria. However, since the criteria were subjectively established and the degree of group participation in each district was subjectively determined, it should not be automatically assumed that data from districts meeting the criteria are more valid or more reflective of the wishes and aspirations of the people than data from districts not meeting the criteria.

The goals catalog, which was developed prior to the goals collection project from a collection of goal statements adopted by various California school districts, contains deficiencies which contributed to the introduction of frequency biases and other limitations in the collected data. As an unedited representative collection of only some of the possible goals of education, the catalog contains numerous statements which do not conform to the broad definition of a goal, which have similar meanings, which have overlapping meanings, which have inconsistent meanings, which have gaps between meanings, which have meanings of different breadth and which omit

possible meanings. Goal statements too narrowly defined permit only a few goals or subgoals to be assigned while goal statements too broadly defined include many goals and subgoals. A lack of structure in the catalog also prohibited goal and subgoal assignments to be made in a way that would enable them to be separated in the compiled tables or would permit higher levels of tabulation of the data. Without clearly defined goal categories, frequencies for specified codes could not be summed to present overall totals by category. A category structure must precede data collection and cannot be assumed to exist afterward.

To demonstrate some of the above listed limitations in the goals catalog, the following examples are given. Goal statement 1.74, "be able to spell", is more limited in definition than is implied by the education code definition of a goal. Its intent could also be considered to be conveyed by statement of 1.61, "develop skills in reading, writing, speaking and listening", or it could be considered to be a subgoal of 1.61. Goal statements 1.12, 1.13, 1.14, 1.17, 1.18 and 1.19 all refer to concepts of democratic ideas and ideals, loyalty and patriotism and have similar or overlapping meanings. Goal statements 1.81, "gain a general knowledge", and 1.188, "appreciate culture and beauty in the world", are much broader in meaning than 1.87, "understand elements of art and music", or 1.197, "develop a knowledge of various folk arts and folk music". Inconsistencies in the meanings and classification of goal statements exist in several of the groupings of statements. For example, some of the statements listed under "citizenship" and "ideals of democracy" could be assigned to either or both groups. This is also true of "social relationships" and "intercultural relationships", "basic skills" and "general knowledge", "character and personal values" and "self-esteem", and "preparation for entering the world of work" and "ability to make job selections".

The omission of goal statements from the catalog is evident from the number of undefined goals that were reported and the number of multiple code assignments that were made to ensure that the intent of a goal or subgoal was adequately captured by the coding process. To the extent that goal statements were absent from the catalog, some school district goals were probably force-fitted to other catalog codes.

Different levels of understanding of goal setting concepts and methods and different goal setting process models that were used by the state's school districts resulted in goals, subgoals and priorities of a variety of formats and content. Goal setting processes which began with predefined goals and subgoals were usually confined to a sorting problem, and the outcomes from different school districts usually referenced the same catalog codes. Goal setting processes which assumed no prior understanding often produced goals which referenced a broader variety of catalog codes. These different processes therefore contributed to frequency biases in the compiled data.

Data Collection Procedures

Data collected from all school districts followed standardized procedures. However, assigning codes to goals and subgoals and responding to questionnaires required judgments to be made which varied according to the knowledge and skills of the participants. Also, many persons who participated in the goals collection process were not involved in the original goal setting processes, which introduced the possibility of misinterpretation of available facts.

Because of the size of the goals catalog and the extreme detail that was possible in the coding process, the data collection task required several hours to complete. Several counties reported that the time required often led to a deterioration of effort and the introduction of coding errors. The degree to which such coding errors occurred is not known.

Undefined goal statements, i.e., statements that were not assigned codes from the goals catalog, were treated separately. Although the percentage of undefined statements was small (less than two percent), the number of such statements (775 total for all 831 participating districts) was too large to enable a full discussion of them to be made in this report. Further, since only half of the participating districts submitted goal statements with their completed coding forms, many of the undefined statements were not available. Rather than expanding the existing catalog of 279 statements by several hundred uniquely reported statements, they were discussed separately in the "Goals Collection Project Evaluation Report".

Quality of Data

Socio-geographical classifications of urban, suburban and rural used as a criterion for selecting data for tabulation were obtained from a subjective questionnaire completed by each county schools office. Because of the subjective nature of the data, some districts with similar characteristics may be classified differently and some districts with different characteristics may have the same classification. For example, two district located in similar proximity to a larger district may be classified urban and suburban respectively. Or an urban district of a certain size located near a larger urban district may have a different make-up than an urban district of similar size located in a basically rural setting. Districts comprised of more than one type, such as suburban and rural combined, may also be classified inaccurately due to the restriction to one of the three types. Since goals, subgoals and priorities data are aggregated on the basis of urban, suburban and rural classifications, it has also been tacitly assumed that such an aggregation is valid.

Variations in some of the products and processes which preceded the collection project affected the quality of the compiled data. Some data limitations include: 1) the inability to distinguish between a goal and

a subgoal; 2) the inability to identify goal categories; 3) the inability to directly compare priorities or priority groups; 4) the assignment of multiple codes which dampen out single code assignments; 5) the introduction of frequency biases due to variations in meanings of goals catalog statements; 6) the omission of goal statements from the original goals catalog; and 7) the criteria for selection of data for aggregation.

Because of the lack of normalized criteria, it should not be assumed that the frequency of mention of a particular goals catalog code represents an objective measure of importance by all school districts which referenced that code. Caution is also advised in drawing conclusions regarding the relative degree of importance of one code as compared to other codes. Accordingly, aggregation of frequencies for different codes is not advised as there is no objective evidence for assuming that the intent conveyed in one code conveys a similar intent in another code, regardless of whether the codes come from the same locator group or from different locator groups.

Data Tabulation Methods

The tabulation of goals, subgoals and priorities data was constrained by the limitations already discussed. The only variables that were controlled by the data processing system were the data aggregation and priority tabulation methods.

The priority tabulation method described in Section 2 was the most valid available under the circumstances, but the results are still subject to misinterpretation. Variations in the meanings of goals and subgoals in different districts mean that the same priority number may relate to statements of different scope of meaning. Different districts may also have reported different numbers of priorities. A prioritized goal from one district therefore did not necessarily have the same degree of importance as the same priority number in another district. In the absence of normalized priority criterion, priorities adopted by a school district can only be validly compared as to degree of importance with other priorities from the same district. While general indications of goal directions may possibly be inferred from the priority groups, caution is advised when drawing conclusions concerning the relative degree of importance of prioritized goals.

The levels of aggregation used to compile data were totals for a given district organization type and a given socio-geographical type. The print criteria and aggregation levels were determined prior to the goals collection project and were assumed to be valid. Higher levels of aggregation were not selected due to an awareness of the lack of supporting evidence for assuming that such compilations of data are valid or because of the possible loss of information that would result from such an aggregation. A more detailed presentation of goals, subgoals and priorities data by A.D.A. range and for various combinations of organization and socio-geographical types is included in another report.

4 Presentation of Data

Compiled goals, subgoals and priorities data for select school district groups are presented in the four tables at the end of this section. Those four tables with their group descriptions include: 1) data for all school districts by organization type (page 23); 2) data for all school districts by socio-geographic type (page 31); 3) data for all school districts with an ethnic (American Indian, Black, Asian and Spanish Surname) percentage of 25 percent or more (page 39); and 4) data for all school districts with an Aid to Families with Dependent Children (AFDC) percentage of 15 percent or more (page 44). The most frequently mentioned goal statements were extracted from the tables and summarized in the eight one-page tables that follow.

The 217 school districts submitting data which met the goals collection criteria represent 26 percent of the total number of districts that participated in the goals collection project. Each participating district had an average of 53 goal catalog codes assigned to the reported goals and subgoals. About 44 percent of the goal statements were prioritized. Only 1.8 percent of the goals were undefined. A total of 88 of the 217 districts meeting the criteria (40 percent) had ethnic percentages of 25 percent or more. A total of 63 districts (29 percent) had AFDC percentages of 15 percent or more.

Data presented in the goals tables are divided into "instructional" (catalog entries 1.1 through 1.224) and "institutional" (catalog entries 2.1 through 2.55). Instructional goals pertain directly to desired learner characteristics while institutional goals pertain to qualities desired for the institution. Only about ten percent of all goal statements reported were institutional; therefore, individual institutional goals were not generally frequently mentioned. (One goal setting model followed by 22 percent of all districts, the Normal Model, had no institutional goals category.)

The one goal statement that stands out in all tables, regardless of the grouping of data, is statement 1.61, "Develop skills in reading, writing, speaking and listening." In addition to being most frequently mentioned, this statement was assigned the most number of priorities and was also assigned the most number of High (group 1) priorities.

The second most frequently mentioned goal statement was 1.34, "Learn to respect and get along with people with whom we work and live." The third most frequently mentioned goal was 1.198, "Develop pride in work and a feeling of self-worth." However, while statement 1.34 was mentioned more frequently than statement 1.198 and also had more priorities assigned to it, statement 1.198 had more high (group 1) priorities.

Other frequently mentioned goal statements that also had a large number of high priorities assigned include, in a general descending order of frequency: 1.165, "Develop a desire for learning now and in the future";

1.76, "Be able to apply the fundamental arithmetic operations with whole numbers, fractions, decimals, and percents, and understand common mathematical symbols"; 1.81, "Gain a general education"; 1.98, "Develop good character and self-respect"; 1.110, "Learn how to examine and use information"; 1.52, "Develop an appreciation for and an understanding of other people and other cultures"; 1.1, "Learn how to be a good citizen"; and 1.212, "Practice and understand the ideas of health and safety.

The most frequently mentioned institutional goals were: 2.51, "Provide an educational environment that allows each student the opportunity to maximize his/her potential"; 2.3, "Establish effective communication between parents, teachers, students and community"; and 2.10, "Provide programs and services to meet health, counseling, psychological, welfare and attendance, and special educational needs of pupils."

The most frequently mentioned goal statements in school districts with high ethnic or AFDC percentages generally agreed with the goal statements frequently mentioned by all school districts. However, since all of the 279 statements in the goals catalog were referenced at least once, it is suggested that the tables be reviewed to determine if particular goal statements received greater emphasis in districts with high ethnic or AFDC percentages. It is also suggested that comparisons be made between tables for elementary/secondary/unified and urban/suburban/rural school districts to determine where similarities and/or differences exist.

Only a small percentage of the goals and subgoals submitted by participating school districts were reported as undefined. A review of undefined statements submitted has revealed that they were generally either: 1) goals specifically directed toward an individual school district which could not fit any catalog entry and which had no applicability for cataloging purposes; or 2) goals which were minor variations only of existing catalog statements. Several examples of some undefined statements that were submitted are presented below:

To prepare students for education beyond high school.

Develop an understanding of the requirements made of the individual by a viable society.

Each child should develop an appreciation for the importance and dignity of manual and mechanical work.

Each child should develop skills in the art of perserverance.

Know where to secure avocational information.

A knowledge of the basic principles of science.

Gain an understanding of the structure and functions of the institution operating within society.

Students shall be evaluated in relationship to their own capacities, needs and goals.

Provide educational programs in practical arts.

For a more complete discussion of undefined goal statements and the goals catalog, refer to the "Goals Collection Project Evaluation Report."

CALIFORNIA ELEMENTARY SCHOOL DISTRICTS
GOALS, SUBGOALS AND PRIORITIES
133 DISTRICTS MEETING CRITERIA

Presented below is a summary of the most frequently mentioned goals, subgoals and priorities for all elementary school districts in the State that met the goals collection criteria. These data were extracted from the complete goals table presented on page 23. Statements are ranked by goal and subgoal frequencies. Priority frequencies are also included. (PG1-4 = the total number of priorities; PG1 = the number in the highest priority group only.) The top ten statements ranked by the highest priority group are shown in the last column.

Catalog Code	Goal Statement	Goals Freq.	PG1-4 Freq.	PG1 Freq.	PG1 Rank
1. 61	Develop skills in reading, writing, speaking and listening.	113	62	59	#1
1. 34	Learn to respect and get along with people with whom we work and live.	85	50	21	#9
1.198	Develop pride in work and a feeling of self-worth.	74	48	36	#2
1.212	Practice and understand the ideas of health and safety.	72	45	5	
1.165	Develop a desire for learning now and in the future.	68	43	32	#3
1. 62	Develop ability to communicate ideas and feelings effectively.	66	26	22	#8
1. 76	Be able to apply the fundamental arithmetic operations with whole numbers, fractions, decimals, and percents, and understand common mathematical symbols.	65	32	26	#5
1. 98	Develop good character and self-respect.	62	38	25	#7
1.201	Develop the student's feeling of positive self-worth, security, and self-assurance.	62	25	15	
1. 1	Learn how to be a good citizen.	62	35	14	
1. 52	Develop an appreciation for and an understanding of other people and other cultures.	62	27	7	
1. 35	Develop appreciation and respect for the worth and dignity of individuals.	62	22	7	
1. 81	Gain a general education.	58	32	30	#4
1.213	Establish an effective individual physical fitness program.	58	25	5	
1.214	Develop an understanding of good physical health and well being.	58	2[illegible]	5	
1.110	Learn how to examine and use information.	57	38	26	#6
1. 12	Understand and practice democratic ideas and ideals.	57	37	5	
1.188	Appreciate culture and beauty in the world.	56	35	5	
1. 63	Develop skills in oral and written English.	56	23	19	#10
1. 82	Develop background and skills in the use of numbers, natural sciences, mathematics, and social sciences.	55	21	15	

CALIFORNIA SECONDARY SCHOOL DISTRICTS
GOALS, SUBGOALS AND PRIORITIES
22 DISTRICTS MEETING CRITERIA

Presented below is a summary of the most frequently mentioned goals, subgoals and priorities for all secondary school districts in the State that met the goals collection criteria. These data were extracted from the complete goals table presented on page 23. Statements are ranked by goal and subgoal frequencies. Priority frequencies are also included. (PG1-4 = the total number of priorities; PG1 = the number in the highest priority group only.) The top ten statements ranked by the highest priority group are shown in the last column.

Catalog Code	Goal Statement	Goals Freq.	PG1-4 Freq.	PG1 Freq.	PG1 Rank
1. 61	Develop skills in reading, writing, speaking and listening.	15	9	8	#1
1. 34	Learn to respect and get along with people with whom we work and live.	13	7	2	
1.134	Develop skills to enter a specific field of work.	12	7	3	#6
1. 22	Understand and practice the skills of family living.	12	8	2	
1.212	Practice and understand the ideas of health and safety.	12	6	1	
1. 63	Develop skills in oral and written English.	11	5	4	#4
1. 98	Develop good character and self-respect.	11	7	3	#7
1. 99	Develop moral responsibility and a sound ethical and moral behavior.	11	5	3	#8
1. 37	Develop a cooperative attitude toward living and working with others.	11	5	2	
1. 52	Develop an appreciation for and an understanding of other people and other cultures.	11	4	1	
1. 35	Develop appreciation and respect for the worth and dignity of individuals.	11	3	1	
1.188	Appreciate culture and beauty in the world.	11	5	0	
1. 81	Gain a general education.	10	5	5	#2
1.198	Develop pride in work and a feeling of self-worth.	10	6	4	#5
1.201	Develop the student's feeling of positive self-worth, security, and self-assurance.	10	5	3	#9
1. 12	Understand and practice democratic ideas and ideals.	10	6	2	
1. 51	Learn how to respect and get along with people who think, dress and act differently.	10	8	1	
1.152	Learn how to be a good manager of money, property, and resources.	10	6	0	
1. 1	Learn how to be a good citizen.	9	6	2	
1. 62	Develop ability to communicate ideas and feelings effectively.	9	3	3	#10
1.165	Develop a desire for learning now and in the future.	8	7	2	
1.110	Learn how to examine and use information.	6	6	5	#3

CALIFORNIA UNIFIED SCHOOL DISTRICTS
GOALS, SUBGOALS AND PRIORITIES
62 DISTRICTS MEETING CRITERIA

Presented below is a summary of the most frequently mentioned goals, subgoals and priorities for all unified school districts in the State that met the goals collection criteria. These data were extracted from the complete goals table presented on page 23. Statements are ranked by goal and subgoal frequencies. Priority frequencies are also included. (PG1-4 = the total number of priorities; PG1 = the number in the highest priority group only.) The top ten statements ranked by the highest priority group are shown in the last column.

Catalog Code	Goal Statement	Goals Freq.	PG1-4 Freq.	PG1 Freq.	PG1 Rank
1. 61	Develop skills in reading, writing, speaking and listening.	55	30	27	#1
1. 52	Develop an appreciation for and an understanding of other people and other cultures.	41	16	4	
1. 5	Develop an understanding of the obligations and responsibilities of citizenship.	40	15	3	
1. 76	Be able to apply the fundamental arithmetic operations with whole numbers, fractions, decimals, and percents, and understand common mathematical symbols.	39	20	17	#2
1. 34	Learn to respect and get along with people with whom we work and live.	38	25	13	#7
1.214	Develop an understanding of good physical health and well being.	38	18	3	
1.201	Develop the student's feeling of positive self-worth, security, and self-assurance.	37	18	12	#9
1. 82	Develop background and skills in the use of numbers, natural sciences, mathematics, and social sciences.	36	16	12	#10
1. 35	Develop appreciation and respect for the worth and dignity of individuals.	36	20	11	
1.191	Develop creative self-expression through various media (art, music, writing, etc.).	36	15	3	
1. 63	Develop skills in oral and written English.	35	18	14	#4
1. 2	Develop an awareness of civic rights and responsibilities.	34	13	5	
1.198	Develop pride in work and a feeling of self-worth.	33	17	14	#5
1.165	Develop a desire for learning now and in the future.	32	18	15	#3
1.134	Develop skills to enter a specific field of work.	32	19	8	
1.166	Develop intellectual curiosity and eagerness for lifelong learning.	32	13	8	
1.114	Develop skills to think and proceed logically.	32	12	8	
1. 62	Develop ability to communicate ideas and feelings effectively.	31	12	11	
2. 51	Provide an educational environment that allows each student the opportunity to maximize his/her potential.	28	11	6	
1.110	Learn how to examine and use information.	25	15	12	
1. 98	Develop good character and self-respect.	24	17	13	#8
1. 81	Gain a general education.	20	16	14	#6

CALIFORNIA URBAN SCHOOL DISTRICTS
GOALS, SUBGOALS AND PRIORITIES
19 DISTRICTS MEETING CRITERIA

Presented below is a summary of the most frequently mentioned goals, subgoals and priorities for all urban school districts in the State that met the goals collection criteria. These data were extracted from the complete goals table presented on page 31. Statements are ranked by goal and subgoal frequencies. Priority frequencies are also included. (PG1-4 = the total number of priorities; PG1 = the number in the highest priority group only.) The top ten statements ranked by the highest priority group are shown in the last column.

Catalog Code	Goal Statement	Goals Freq.	PG1-4 Freq.	PG1 Freq.	PG1 Rank
1. 61	Develop skills in reading, writing, speaking and listening.	19	9	8	#1
1. 63	Develop skills in oral and written English.	15	7	5	#2
1. 34	Learn to respect and get along with people with whom we work and live.	15	7	4	#5
1. 37	Develop a cooperative attitude toward living and working with others.	15	6	2	
1. 52	Develop an appreciation for and an understanding of other people and other cultures.	15	4	2	
1. 76	Be able to apply the fundamental arithmetic operations with whole numbers, fractions, decimals, and percents, and understand common mathematical symbols.	14	6	4	#6
1. 82	Develop background and skills in the use of numbers, natural sciences, mathematics, and social sciences.	14	5	3	
1.214	Develop an understanding of good physical health and well being.	14	6	2	
1. 12	Understand and practice democratic ideas and ideals.	14	7	0	
1. 5	Develop an understanding of the obligations and responsibilities of citizenship.	14	5	0	
1. 62	Develop ability to communicate ideas and feelings effectively.	13	6	5	#3
1.198	Develop pride in work and a feeling of self-worth.	13	5	5	#4
1. 88	Develop rational skills for scientific problem-solving, including divergent and convergent thinking, induction and deduction, hypothesizing, testing and observing, analysis, synthesis, and valuing.	13	4	3	
1. 35	Develop appreciation and respect for the worth and dignity of individuals.	13	2	2	
1. 36	Develop respect for individual worth and understanding of minority opinions and acceptance of majority decisions.	13	4	1	
1.126	Develop an awareness and the ability to adjust to a changing world and its problems.	13	3	1	
1.191	Develop creative self-expression through various media (art, music, writing, etc.).	13	3	0	
1.212	Practice and understand the ideas of health and safety.	12	5	1	
1.201	Develop the student's feeling of positive self-worth, security, and self-assurance.	11	7	4	#7
1.165	Develop a desire for learning now and in the future.	11	5	4	#8
1.200	Develop self-understanding and self-awareness.	10	5	4	#9
1.199	Develop a feeling of student pride in his achievements and progress.	9	4	4	#10

CALIFORNIA SUBURBAN SCHOOL DISTRICTS
GOALS, SUBGOALS AND PRIORITIES
65 DISTRICTS MEETING CRITERIA

Presented below is a summary of the most frequently mentioned goals, subgoals and priorities for all suburban school districts in the State that met the goals collection criteria. These data were extracted from the complete goals table presented on page 31. Statements are ranked by goal and subgoal frequencies. Priority frequencies are also included. (PG1-4 = the total number of priorities; PG1 = the number in the highest priority group only.) The top ten statements ranked by the highest priority group are shown in the last column.

Catalog Code	Goal Statement	Goals Freq.	PG1-4 Freq.	PG1 Freq.	PG1 Rank
1. 61	Develop skills in reading, writing, speaking and listening.	58	32	32	#1
1. 52	Develop an appreciation for and an understanding of other people and other cultures.	44	22	6	
1.201	Develop the student's feeling of positive self-worth, security, and self-assurance.	41	20	15	#5
1. 62	Develop ability to communicate ideas and feelings effectively.	39	20	17	#3
1. 76	Be able to apply the fundamental arithmetic operations with whole numbers, fractions, decimals, and percents, and understand common mathematical symbols.	38	21	20	#2
1. 5	Develop an understanding of the obligations and responsibilities of citizenship.	38	21	5	
1.214	Develop an understanding of good physical health and well being.	38	19	2	
1.198	Develop pride in work and a feeling of self-worth.	37	23	16	#4
1. 82	Develop background and skills in the use of numbers, natural sciences, mathematics, and social sciences.	37	19	15	#6
1. 34	Learn to respect and get along with people with whom we work and live.	37	23	9	
1. 35	Develop appreciation and respect for the worth and dignity of individuals.	37	19	8	
1.188	Appreciate culture and beauty in the world.	35	21	3	
1.114	Develop skills to think and proceed logically.	34	18	13	
1. 2	Develop an awareness of civic rights and responsibilities.	34	15	5	
1.212	Practice and understand the ideas of health and safety.	34	22	4	
1.191	Develop creative self-expression through various media (art, music, writing, etc.).	34	18	4	
1. 63	Develop skills in oral and written English.	33	18	15	#7
1.165	Develop a desire for learning now and in the future.	32	21	14	#9
1.110	Learn how to examine and use information.	31	21	15	#8
1.115	Be knowledgeable about and use the principles of making decisions and solving problems.	31	15	10	
1.213	Establish an effective individual physical fitness program.	31	16	4	
1. 81	Gain a general education.	25	15	14	#10

CALIFORNIA RURAL SCHOOL DISTRICTS
GOALS, SUBGOALS AND PRIORITIES
133 DISTRICTS MEETING CRITERIA

Presented below is a summary of the most frequently mentioned goals, subgoals and priorities for all rural school districts in the State that met the goals collection criteria. These data were extracted from the complete goals table presented on page 31. Statements are ranked by goal and subgoal frequencies. Priority frequencies are also included. (PG1-4 = the total number of priorities; PG1 = the number in the highest priority group only.) The top ten statements ranked by the highest priority group are shown in the last column.

Catalog Code	Goal Statement	Goals Freq.	PG1-4 Freq.	PG1 Freq.	PG1 Rank
1. 61	Develop skills in reading, writing, speaking and listening.	106	60	54	#1
1. 34	Learn to respect and get along with people with whom we work and live.	84	52	23	#7
1.198	Develop pride in work and a feeling of self-worth.	67	43	33	#2
1.212	Practice and understand the ideas of health and safety.	67	41	3	
1. 98	Develop good character and self-respect.	66	43	29	#5
1.165	Develop a desire for learning now and in the future.	65	42	31	#4
1. 1	Learn how to be a good citizen.	60	38	14	#10
1. 35	Develop appreciation and respect for the worth and dignity of individuals.	59	24	9	
1. 76	Be able to apply the fundamental arithmetic operations with whole numbers, fractions, decimals, and percents, and understand common mathematical symbols.	58	28	22	#8
1.201	Develop the student's feeling of positive self-worth, security, and self-assurance.	57	21	11	
1. 81	Gain a general education.	56	34	32	#3
1. 52	Develop an appreciation for and an understanding of other people and other cultures.	55	21	4	
1. 12	Understand and practice democratic ideas and ideals.	55	36	3	
1. 63	Develop skills in oral and written English.	54	21	17	#9
1. 62	Develop ability to communicate ideas and feelings effectively.	54	15	14	
1.152	Learn how to be a good manager of money, property, and resources.	54	34	2	
1. 37	Develop a cooperative attitude toward living and working with others.	53	20	10	
1.214	Develop an understanding of good physical health and well being.	52	18	5	
1.188	Appreciate culture and beauty in the world.	51	31	3	
1. 5	Develop an understanding of the obligations and responsibilities of citizenship.	50	14	5	
1.213	Establish an effective individual physical fitness program.	50	19	3	
1.110	Learn how to examine and use information.	49	34	27	#6

CALIFORNIA SCHOOL DISTRICTS
TOTAL ETHNIC ENROLLMENT ABOVE 25%
GOALS, SUBGOALS AND PRIORITIES
88 DISTRICTS MEETING CRITERIA

Presented below is a summary of the most frequently mentioned goals, subgoals and priorities for all school districts in the State with a total ethnic enrollment above 25% that met the goals collection criteria. These data were extracted from the complete goals table presented on page 39. Statements are ranked by goal and subgoal frequencies. Priority frequencies are also included. (PG1-4 = the total number of priorities; PG1 = the number in the highest priority group only.) The top ten statements ranked by the highest priority group are shown in the last column.

Catalog Code	Goal Statement	Goals Freq.	PG1-4 Freq.	PG1 Freq.	PG1 Rank
1. 61	Develop skills in reading, writing, speaking and listening.	74	42	39	#1
1. 34	Learn to respect and get along with people with whom we work and live.	54	39	19	#6
1. 52	Develop an appreciation for and an understanding of other people and other cultures.	49	24	6	
1. 76	Be able to apply the fundamental arithmetic operations with whole numbers, fractions, decimals, and percents, and understand common mathematical symbols.	47	23	19	#7
1.198	Develop pride in work and a feeling of self-worth.	46	31	27	#2
1. 35	Develop appreciation and respect for the worth and dignity of individuals.	43	21	12	
1.212	Practice and understand the ideas of health and safety.	42	29	2	
1.188	Appreciate culture and beauty in the world.	41	26	0	
1.214	Develop an understanding of good physical health and well being.	41	18	5	
1. 98	Develop good character and self-respect.	40	28	21	#3
1.165	Develop a desire for learning now and in the future.	40	27	20	#5
1.201	Develop the student's feeling of positive self-worth, security, and self-assurance.	40	20	15	#9
1. 51	Learn how to respect and get along with people who think, dress and act differently.	39	26	2	
1. 81	Gain a general education.	37	24	21	#4
1. 62	Develop ability to communicate ideas and feelings effectively.	37	15	13	
2. 5	Provide an educational environment that allows each student the opportunity to maximize his/her potential.	37	14	8	
1. 1	Learn how to be a good citizen.	36	25	9	
1. 63	Develop skills in oral and written English.	36	20	14	#10
1. 37	Develop a cooperative attitude toward living and working with others.	36	20	12	
1.110	Learn how to examine and use information.	35	26	18	#8
1. 82	Develop background and skills in the use of numbers, natural sciences, mathematics, and social sciences.	35	16	12	

CALIFORNIA SCHOOL DISTRICTS
AFDC ABOVE 15 PERCENT
GOALS, SUBGOALS AND PRIORITIES
63 DISTRICTS MEETING CRITERIA

Presented below is a summary of the most frequently mentioned goals, subgoals and priorities for all school districts in the State with AFDC above 15 percent that met the goals collection criteria. These data were extracted from the complete goals table presented on page 44. Statements are ranked by goal and subgoal frequencies. Priority frequencies are also included. (PG1-4 = the total number of priorities; PG1 = the number in the highest priority group only.) The top ten statements ranked by the highest priority group are shown in the last column.

Catalog Code	Goal Statement	Goals Freq.	PG1-4 Freq.	PG1 Freq.	PG1 Rank
1. 61	Develop skills in reading, writing, speaking and listening.	51	28	26	#1
1.198	Develop pride in work and a feeling of self-worth.	39	23	20	#2
1. 34	Learn to respect and get along with people with whom we work and live.	36	23	11	#7
1. 76	Be able to apply the fundamental arithmetic operations with whole numbers, fractions, decimals, and percent, and understand common mathematical symbols.	35	16	14	#5
1. 52	Develop an appreciation for and an understanding of other people and other cultures.	34	14	3	
1. 62	Develop ability to communicate ideas and feelings effectively.	33	9	7	
1.201	Develop the student's feeling of positive self-worth, security, and self-assurance.	33	11	4	
1.212	Practice and understand the ideas of health and safety.	31	22	2	
1.214	Develop an understanding of good physical health and well being.	31	10	2	
1. 51	Learn how to respect and get along with people who think, dress and act differently.	31	19	1	
1.188	Appreciate culture and beauty in the world.	31	19	0	
1.110	Learn how to examine and use information.	30	20	16	#3
1.165	Develop a desire for learning now and in the future.	30	19	15	#4
1. 98	Develop good character and self-respect.	30	17	11	#8
1. 63	Develop skills in oral and written English.	30	10	6	
1. 82	Develop background and skills in the use of numbers, natural sciences, mathematics, and social sciences.	29	8	6	
1. 81	Gain a general education.	28	16	13	#6
1. 5	Develop an understanding of the obligations and responsibilities of citizenship.	28	9	1	
1. 1	Learn how to be a good citizen.	27	14	5	
1. 37	Develop a cooperative attitude toward living and working with others.	27	10	5	
1.114	Develop skills to think and proceed logically.	24	11	10	#9
1. 77	Be able to apply mathematics to the solution of problems encountered in daily living.	21	10	9	#10

CITIZENSHIP

1.1 Learn how to be a good citizen.
1.2 Develop an awareness of civic rights and responsibilities.
1.3 Develop attitudes for productive citizenship in a democracy.
1.4 Develop an attitude of respect for personal and public property.
1.5 Develop an understanding of the obligations and responsibilities of citizenship.
1.6 Acquire the skills, knowledge and values necessary for responsible citizenship.
1.7 Know the main structures and functions of our government and political processes.
1.8 Understand that productive citizenship involves effort to assure good government.
1.9 Comprehend the nature and purpose of governments.
1.10 Live within the law.
1.11 Strive to eliminate prejudice in our society whether based on sex, religious belief, race, nationality, ethnic identification, or age.

IDEALS OF DEMOCRACY

1.12 Understand and practice democratic ideas and ideals.
1.13 Develop loyalty to American democratic ideals.
1.14 Develop patriotism and loyalty to ideals of democracy.
1.15 Develop knowledge and appreciation of the rights and privileges in our democracy.
1.16 Develop an understanding of our American heritage.
1.17 Understand and appreciate the ideals and principles underlying the American democracy.
1.18 Develop patriotism and loyalty to America.
1.19 Understand the democratic political system.
1.20 Be able to compare the democratic political system with other political systems.
1.21 Acquire the skills necessary to adapt and adjust to living in a democratic society.

FAMILY LIVING

1.22 Understand and practice the skills of family living.
1.23 Develop understanding and appreciation of the principles of living in the family group.
1.24 Develop attitudes leading to acceptance of responsibilities as family members.
1.25 Develop an awareness of future family responsibilities and achievement of skills in preparing to accept them.
1.26 Understand the roles and responsibilities of different family members.
1.27 Learn about factors that strengthen and weaken family ties.
1.28 Understand sexual expression in marriage.
1.29 Understand the aims and means of family planning.
1.30 Understand the physical, emotional, and social ramifications of extra-marital sex.
1.31 Know about human reproduction, prenatal development, and birth.
1.32 Know about the stages of human growth and development from infancy to death.
1.33 Understand and be prepared to accept future parental responsibility for children's care, education, and upbringing.

SOCIAL REL

1.34 Learn to respect and get along with people with whom we work and live.
1.35 Develop appreciation and respect for the worth and dignity of individuals.

CALIFORNIA SCHOOL DISTRICTS
GOALS, SUBGOALS AND PRIORITIES
217 DISTRICTS MEETING CRITERIA
FALL 1974

GOALS CATALOG CODE/LOCATOR	ELEMENTARY DISTRICTS 143 DISTRICTS(61 PCT)					SECONDARY DISTRICTS 22 DISTRICTS(10 PCT)					UNIFIED DISTRICTS 62 DISTRICTS(29 PCT)				
	GOALS	PG1	PG2	PG3	PG4	GOALS	PG1	PG2	PG3	PG4	GOALS	PG1	PG2	PG3	PG4
INSTRUCTIONAL															
I. 1 CITIZEN	62	14	12	6	3	9	2	4	0	0	26	5	12	0	0
I. 2	43	4	6	3	2	8	1	1	0	0	34	5	6	1	1
I. 3	43	6	7	4	0	6	2	1	0	0	23	4	4	0	1
I. 4	45	8	8	5	0	6	2	2	0	0	21	5	3	0	1
I. 5	53	5	8	7	1	9	2	2	0	0	40	3	7	2	3
I. 6	34	2	10	4	2	3	1	1	0	0	22	5	4	2	1
I. 7	24	2	5	4	1	5	1	0	0	0	11	1	3	0	1
I. 8	11	1	1	2	0	2	1	0	0	0	9	0	2	1	0
I. 9	13	1	1	2	0	4	1	0	0	0	9	0	1	1	1
I. 10	14	2	2	1	0	2	1	1	0	0	17	1	2	3	1
I. 11	21	2	4	3	0	3	1	0	1	0	12	2	1	0	0
I. 12 DEMOC ID	57	5	20	11	1	10	2	2	2	0	25	0	10	4	1
I. 13	30	2	4	3	0	4	1	0	1	0	18	0	6	2	0
I. 14	30	2	4	3	0	7	1	1	2	0	23	1	6	2	0
I. 15	45	4	8	6	0	6	2	1	1	0	25	1	9	3	0
I. 16	47	5	5	8	0	5	1	0	1	0	24	0	4	3	1
I. 17	21	2	4	3	0	4	1	0	0	0	16	1	2	1	0
I. 18	19	1	1	4	0	1	1	0	0	0	12	1	4	0	0
I. 19	15	2	2	2	1	3	1	0	0	0	10	0	1	0	1
I. 20	12	1	1	2	0	2	1	0	0	0	10	0	2	0	2
I. 21	22	1	4	2	0	4	1	0	0	0	14	2	2	0	0
I. 22 FAM LIV	38	1	3	15	11	12	2	2	1	3	22	1	1	7	6
I. 23	32	2	3	3	3	7	2	0	0	1	23	2	0	5	3
I. 24	28	2	1	3	4	6	1	0	0	1	21	2	0	4	3
I. 25	26	1	1	4	3	7	2	1	0	1	19	0	0	5	2
I. 26	10	1	3	2	0	3	1	0	0	0	7	1	1	1	0
I. 27	3	0	1	0	0	2	1	0	0	0	4	0	0	0	0
I. 28	1	0	1	0	0	2	1	0	0	0	9	0	1	2	0
I. 29	6	0	0	0	0	3	1	1	0	0	5	0	0	1	0
I. 30	2	0	2	0	0	3	1	2	0	0	6	1	0	1	0
I. 31	4	1	2	0	0	3	1	1	0	0	10	0	2	2	0
I. 32	0	0	1	2	0	3	1	0	0	0	7	0	1	1	1
I. 33	3	1	1	0	0	3	1	1	0	0	6	0	0	1	0
I. 34 SOC REL	85	21	22	5	2	13	2	3	1	1	38	13	9	2	1
I. 35	62	7	12	3	0	11	1	2	0	0	36	11	7	1	1

SOCIAL RELATIONSHIPS

1.36 Develop respect for individual worth and understanding of minority opinions and acceptance of majority decisions.
1.37 Develop a cooperative attitude toward living and working with others.
1.38 Acquire habits and attitudes which have proven value to social relations.
1.39 Understand the interdependence of people.
1.40 Contribute to the improvement of the world.
1.41 Be able to adjust to the changing demands of society.
1.42 Be able to establish and enjoy close personal relationships.
1.43 Recognize feelings and expressions of emotion as a component of human relationships.
1.44 Take responsibility for oneself and not be overly dependent on others.
1.45 Acquire skill in group discussion and meetings.
1.46 Share one's own ideas, opinions, and feelings with others.
1.47 Give due credit to people who have helped one achieve something.
1.48 Be prepared for roles of leader and follower, and be able to accept frustration and defeat as well as success and winning.
1.49 Learn to enjoy the achievements of one's friends and associates.
1.50 Enjoy collaboration with others in joint enterprises.

INTER-CULTURAL RELATIONSHIPS

1.51 Learn how to respect and get along with people who think, dress and act differently.
1.52 Develop an appreciation for and an understanding of other people and other cultures.
1.53 Develop an understanding of political, economic, and social patterns of the rest of the world.
1.54 Develop awareness of the interdependence of races, creeds, nations and cultures.
1.55 Develop an awareness of the processes of group relationships.
1.56 Support the existence of a variety of lifestyles in America.
1.57 Seek relationships with people from other economic, ethnic, and social groups.
1.58 Seek to learn about other cultures by experiencing them.
1.59 Understand how groups with different cultures or values can interrelate effectively.
1.60 Understand how groups with cultures and values quite different from one's own contribute to one's total cultural heritage.

BASIC SKILLS

1.61 Develop skills in reading, writing, speaking and listening.
1.62 Develop ability to communicate ideas and feelings effectively.
1.63 Develop skills in oral and written English.
1.64 Have reading comprehension skills, which include retaining information, seeing implications, making inferences, and arriving at generalizations and conclusions.
1.65 Have oral reading and word attack skills, including phonetics.
1.66 Read for information and pleasure.
1.67 Learn study skills.
1.68 Have proficiency in written expression.
1.69 Speak fluent and clear English.
1.70 Have good listening skills.
1.71 Utilize non-verbal means of communication.

CALIFORNIA SCHOOL DISTRICTS
GOALS, SUBGOALS AND PRIORITIES
217 DISTRICTS MEETING CRITERIA
FALL 1974

GOALS CATALOG CODE/LOCATOR	ELEMENTARY DISTRICTS 133 DISTRICTS(61 PCT) GOALS	PG1	PG2	PG3	PG4	SECONDARY DISTRICTS 22 DISTRICTS(10 PCT) GOALS	PG1	PG2	PG3	PG4	UNIFIED DISTRICTS 62 DISTRICTS(29 PCT) GOALS	PG1	PG2	PG3	PG4
1. 36	41	4	7	2	0	6	1	1	1	0	25	7	4	2	0
1. 37	53	8	11	3	0	11	2	3	0	0	29	7	4	0	1
1. 38	14	1	3	2	0	3	0	2	0	0	12	3	1	1	1
1. 39	20	1	3	1	0	3	0	1	0	0	11	2	1	1	0
1. 40	9	1	5	0	0	1	0	1	0	0	7	1	0	0	0
1. 41	13	2	3	1	0	6	0	2	1	0	11	1	0	0	2
1. 42	15	2	3	1	1	1	0	1	0	0	7	2	0	0	1
1. 43	13	1	4	0	0	2	0	2	0	0	10	2	1	0	0
1. 44	18	3	6	0	0	2	0	1	0	0	15	5	1	1	0
1. 45	6	1	2	0	0	1	0	1	0	0	13	3	0	1	0
1. 46	16	4	3	1	0	2	0	1	0	0	15	3	0	2	0
1. 47	6	1	2	0	0	1	0	1	0	0	5	0	0	0	0
1. 48	22	4	3	4	0	1	0	1	0	0	19	5	1	1	0
1. 49	8	2	3	0	0	1	0	1	0	0	5	1	0	0	0
1. 50	9	1	3	0	0	1	0	1	0	0	4	0	0	0	0
1. 51 INT-CULT	46	2	18	9	2	10	1	2	3	2	29	1	7	6	2
1. 52	62	7	9	9	2	11	1	1	0	2	41	4	6	5	1
1. 53	35	4	3	5	1	9	1	2	0	1	18	0	4	3	0
1. 54	38	4	2	3	1	6	0	1	0	2	22	0	3	4	1
1. 55	22	5	1	3	0	4	0	1	0	1	11	0	1	2	0
1. 56	10	2	0	2	0	3	0	0	0	2	9	0	0	0	0
1. 57	10	3	0	2	0	1	0	0	0	1	6	0	1	0	0
1. 58	11	2	2	2	0	1	0	0	0	1	4	0	0	0	1
1. 59	20	4	1	2	1	2	0	0	0	1	14	1	1	2	0
1. 60	27	2	2	6	2	3	0	0	0	2	21	0	2	3	0
1. 61 BASIC SK	113	54	3	0	0	15	8	1	0	0	55	27	1	2	0
1. 62	66	22	4	0	0	9	3	0	0	0	31	11	1	0	0
1. 63	56	19	3	1	0	11	4	0	1	0	35	14	4	0	0
1. 64	45	14	0	1	0	4	1	0	0	0	20	9	0	0	0
1. 65	25	15	0	1	0	2	1	0	0	0	17	7	1	0	0
1. 66	19	12	0	0	0	2	1	0	0	0	14	6	0	0	0
1. 67	21	11	2	1	0	5	3	0	0	0	12	2	2	1	1
1. 68	26	11	2	0	0	3	1	0	0	0	13	5	2	0	0
1. 69	25	7	1	1	0	2	1	0	0	0	11	4	0	0	0
1. 70	23	4	1	2	0	4	1	0	0	0	15	7	0	0	0
1. 71	9	3	1	0	0	1	1	0	0	0	8	1	0	0	0

BASIC SKILLS

1.72 Have motor, sensory, and memory skills appropriate to one's age and growth level.
1.73 Have legible penmanship.
1.74 Be able to spell.
1.75 Recognize types and effects of mass communication.
1.76 Be able to apply the fundamental arithmetic operations with whole numbers, fractions, decimals, and percents, and understand common mathematical symbols.
1.77 Be able to apply mathematics to the solution of problems encountered in daily living.
1.78 Develop skills in the use of other languages.
1.79 Learn about computer languages.
1.80 Develop writing as a means of self-expression.

GEN. KNOWL.

1.81 Gain a general education.
1.82 Develop background and skills in the use of numbers, natural sciences, mathematics, and social sciences.
1.83 Develop a fund of information and concepts.
1.84 Develop special interests and abilities.
1.85 Have knowledge of mathematical concepts, definitions, symbols, and operations.
1.86 Understand the contribution of mathematics and science to technological and economic progress.
1.87 Understand elements of art and music.
1.88 Develop rational skills for scientific problem-solving, including divergent and convergent thinking, induction and deduction, hypothesizing, testing and observing, analysis, synthesis, and valuing.
1.89 Be able to speak convincingly and effectively.

GENERAL KNOWLEDGE

1.90 Recognize and read various styles and forms of good literature.
1.91 Understand the contributions of sub-cultures to American society.
1.92 Understand governmental and political systems.
1.93 Understand the political, economic, and social problems throughout the world.
1.94 Understand the major records of history, anthropology, and past cultures.
1.95 Be knowledgeable about government and social services and how they are supported by taxation.
1.96 Understand the role of business and industry in the United States.
1.97 Be knowledgeable about the role of the United States in world affairs, including foreign military and economic commitments, international trade and relations, and participation in the United Nations.

CHARACTER AND PERSONAL VALUES

1.98 Develop good character and self-respect.
1.99 Develop moral responsibility and a sound ethical and moral behavior.
1.100 Develop the student's capacity to discipline himself to work, study, and play constructively.
1.101 Develop a moral and ethical sense of values, goals, and processes of free society.
1.102 Develop standards of personal character and ideals.
1.103 Possess ethical, moral, social, and spiritual values and use them to make decisions and establish personal goals.
1.104 Be knowledgeable about the major religions, philosophies, and moral and ethical teachings.
1.105 Develop personal discipline.
1.106 Understand the relation of one's personal ethical values to the processes of a free society.
1.107 Behave in accordance with one's standards.

CALIFORNIA SCHOOL DISTRICTS
GOALS, SUBGOALS AND PRIORITIES
217 DISTRICTS MEETING CRITERIA
FALL 1974

GOALS CATALOG CODE/LOCATOR	ELEMENTARY DISTRICTS 133 DISTRICTS(61 PCT) GOALS	PG1	PG2	PG3	PG4	SECONDARY DISTRICTS 22 DISTRICTS(10 PCT) GOALS	PG1	PG2	PG3	PG4	UNIFIED DISTRICTS 62 DISTRICTS(29 PCT) GOALS	PG1	PG2	PG3	PG4
1. 72	15	5	1	0	2	2	2	0	0	0	7	1	1	1	0
1. 73	16	6	2	1	0	3	1	0	0	0	13	4	1	1	0
1. 74	24	14	1	2	0	3	1	0	0	0	17	6	3	0	0
1. 75	5	1	0	1	0	1	1	0	0	0	5	0	1	0	1
1. 76	65	26	6	0	0	6	3	0	0	0	34	17	3	0	0
1. 77	40	18	3	0	0	5	2	1	0	0	21	10	2	0	1
1. 78	24	5	4	2	1	4	1	0	1	0	16	6	2	0	3
1. 79	3	0	0	1	0	1	1	0	0	0	1	0	0	0	0
1. 80	14	9	1	0	0	2	1	0	0	0	11	2	2	1	0
1. 81 GEN KNOW	56	30	2	0	0	10	5	0	0	0	20	14	1	1	0
1. 82	55	15	2	3	1	5	2	0	0	0	36	12	2	2	0
1. 83	24	8	1	0	1	6	2	0	0	0	11	3	0	2	0
1. 84	30	8	0	0	1	6	2	0	0	0	18	8	0	0	0
1. 85	31	12	3	0	0	6	2	0	0	0	18	7	2	0	0
1. 86	16	4	3	2	1	2	1	0	0	0	15	4	0	3	0
1. 87	16	1	1	3	1	0	0	0	0	0	12	2	0	1	1
1. 88	40	9	4	1	2	6	1	0	0	0	23	7	1	1	0
1. 89	16	3	1	1	1	4	1	0	0	1	8	3	1	0	0
1. 90	9	3	1	0	1	1	1	0	0	0	11	3	0	1	0
1. 91	16	2	1	2	1	2	0	0	0	1	10	0	1	1	0
1. 92	23	6	2	1	0	4	0	0	1	0	16	4	4	3	0
1. 93	18	3	3	3	0	1	0	0	1	0	12	2	1	2	0
1. 94	16	5	2	2	1	5	0	0	1	1	15	1	2	3	0
1. 95	9	1	1	3	0	1	1	0	0	0	6	0	0	0	0
1. 96	9	1	1	1	1	1	1	0	0	0	10	0	2	0	1
1. 97	13	2	2	3	0	2	1	0	0	0	10	0	1	3	0
1. 98 CHAR/VAL	62	25	10	3	0	11	3	1	2	1	24	13	3	0	1
1. 99	48	4	6	1	1	11	3	0	2	0	24	6	4	1	0
1.100	53	11	9	2	3	5	2	0	1	0	26	9	3	2	0
1.101	44	6	8	3	1	7	2	0	1	0	23	7	3	0	0
1.102	30	3	5	2	0	5	1	0	1	0	16	5	2	0	0
1.103	23	4	4	3	1	3	0	0	1	0	14	1	1	3	0
1.104	13	1	3	0	1	1	0	0	1	0	11	1	0	1	0
1.105	31	5	8	2	2	4	0	0	2	0	21	9	0	2	0
1.106	11	1	2	1	0	5	1	0	1	0	11	1	1	1	0
1.107	15	4	3	2	1	3	1	0	1	0	7	1	0	0	0

CHARACTER AND PERSONAL VALUES

1.108 Appreciate society's moral and ethical values.
1.109 Learn to accept responsibility for one's own behavior.

DECISION-MAKING AND PROBLEM SOLVING

1.110 Learn how to examine and use information.
1.111 Develop ability to examine constructively and creatively.
1.112 Develop ability to use scientific methods.
1.113 Develop reasoning abilities.
1.114 Develop skills to think and proceed logically.
1.115 Be knowledgeable about and use the principles of making decisions and solving problems.
1.116 Understand the role of value judgments in decision-making.
1.117 Understand the role of uncertainty in decision-making.
1.118 Be able to distinguish fact from opinion.
1.119 Be able to invent new approaches to difficult problems.
1.120 Learn to concentrate.
1.121 Know how to use common sources of information.
1.122 Know how to test decisions by the criteria of common sense and reasonable expectation.
1.123 Apply accumulated knowledge, skills, and experience to present day living and planning for the future.

PREPARATION FOR CHANGES

1.124 Learn about and try to understand the changes that take place in the world.
1.125 Develop ability to adjust to the changing demands of society.
1.126 Develop an awareness and the ability to adjust to changing world and its problems.
1.127 Develop understanding of the past, identify with the present, and the ability to meet the future.
1.128 Understand that the world is continually changing and be able to adapt to such changes.
1.129 Be able to solve personal problems occasioned by change.
1.130 Understand how world problems require social change and personal adjustment for their solution.
1.131 Be open to change and ready to adjust to change.
1.132 Understand the principles of conflict resolution, weighing of evidence, negotiation, and reasonable compromise.
1.133 Be aware of the influence of others as one establishes values and makes decisions.

PREP. FOR ENTERING THE WORLD OF WORK

1.134 Develop skills to enter a specific field of work.
1.135 Develop abilities and skills needed for immediate employment.
1.136 Develop an awareness of opportunities and requirements related to a specific field of work.
1.137 Develop an appreciation of good workmanship.
1.138 Understand the value of work to society, to one's personal development, and to preparation for a career.
1.139 Have general knowledge and specific information about vocations of interest to oneself.
1.140 Know how to get and hold a job.

ABILITY TO MAKE JOB SELECTIONS

1.141 Gain information needed to make job selections.
1.142 Promote self-understanding and self-direction in relation to student's occupational interests.
1.143 Develop the ability to use information and counseling services related to the selection of a job.

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1.108	11	3	4	0	0	4	0	0	2	0	6	0	0	0	0
1.109	32	4	7	2	2	4	0	0	1	0	16	6	0	1	0
1.110 PROB-SOL	57	26	6	4	2	6	5	1	0	0	25	12	2	1	0
1.111	39	15	1	1	0	5	0	1	0	0	27	9	1	1	2
1.112	35	10	3	1	0	5	0	1	0	0	21	6	0	1	1
1.113	48	15	5	0	0	6	0	1	0	0	24	7	1	1	0
1.114	46	17	4	0	0	5	1	1	0	0	32	8	1	1	2
1.115	31	4	2	1	2	5	1	0	0	0	29	7	3	1	1
1.116	11	5	1	0	0	2	1	0	0	0	6	1	0	0	0
1.117	5	2	1	0	0	1	1	0	0	0	5	0	0	0	0
1.118	12	4	1	0	0	1	0	0	0	0	8	1	0	0	1
1.119	11	6	0	0	0	2	0	0	0	0	16	1	1	2	2
1.120	9	4	0	0	0	0	0	0	0	0	4	0	0	0	0
1.121	15	7	1	1	1	0	0	0	0	0	13	2	3	0	0
1.122	13	3	2	0	0	1	1	0	0	0	9	0	1	1	0
1.123	26	10	0	0	0	2	0	1	0	0	18	2	0	3	1
1.124 CHANGE	48	4	16	10	2	5	0	1	2	1	16	0	4	5	3
1.125	39	7	5	4	1	6	0	2	1	0	24	1	4	2	2
1.126	46	4	6	4	0	6	0	2	0	0	25	2	2	4	1
1.127	31	2	4	4	1	5	0	1	0	0	24	1	4	1	2
1.128	21	3	2	1	0	4	0	1	0	0	11	1	0	1	0
1.129	16	3	2	4	0	0	0	0	0	0	9	0	2	1	0
1.130	8	1	1	2	0	1	0	1	0	0	5	0	0	0	0
1.131	15	3	2	1	0	4	0	1	1	0	12	2	1	1	0
1.132	9	2	2	1	0	1	0	0	1	0	5	1	0	0	0
1.133	7	1	2	0	0	1	0	0	1	0	5	0	0	0	0
1.134 PREP WRK	37	2	6	5	13	12	3	3	0	1	32	8	6	5	0
1.135	22	2	4	1	2	9	2	0	0	1	26	7	5	3	0
1.136	34	3	2	3	5	8	1	0	0	1	27	5	4	1	1
1.137	24	4	1	1	3	5	1	0	0	1	16	1	2	2	0
1.138	26	3	2	6	3	4	1	0	0	0	21	5	1	1	0
1.139	25	4	4	2	4	3	1	0	0	0	24	5	3	1	0
1.140	11	2	1	2	1	3	1	0	0	0	11	3	2	0	0
1.141 JOB SEL	36	2	1	4	19	7	1	3	1	0	27	3	4	6	2
1.142	23	2	0	1	6	5	1	1	1	0	16	1	2	4	0
1.143	23	2	1	0	5	7	1	1	1	0	26	4	4	3	1

ABILITY TO MAKE JOB SELECTIONS

1.144 Develop a knowledge or specific information about a particular vocation.
1.145 Appreciate the importance of work to self-fulfillment and happiness.
1.146 Have the abilities, attitudes, and skills necessary for realizing a productive and useful career.
1.147 Know enough about oneself to make an appropriate career choice.
1.148 Understand career ladders and how one can continually upgrade skills and abilities to obtain more satisfying work.
1.149 Appreciate the satisfactions of superior performance.
1.150 Be able to relate changes in society to changing career opportunities.
1.151 Integrate work and family responsibilities in a satisfactory fashion.

MANAGEMENT OF RESOURCES

1.152 Learn how to be a good manager of money , property, and resources.
1.153 Develop an understanding of economic principles and responsibilities.
1.154 Develop ability and understanding in personal buying, selling, and investment.
1.155 Develop skills in management of natural and human resources and man's environment.
1.156 Be a careful consumer who utilizes resources efficiently while minimizing environmental damage.
1.157 Work to eliminate air, water, noise, and land pollution.
1.158 Work to protect and preserve the ecological balance of nature.
1.159 Develop a sense of responsibility for personal and public property.
1.160 Work to protect natural resources.
1.161 Not waste one's own and others' time.
1.162 Understand the effects of technology and population growth on the environment.
1.163 Use material assets to satisfy basic needs and pursue personal and family goals.
1.164 Understand the value of human resources.

DESIRE FOR LEARNING

1.165 Develop a desire for learning now and in the future.
1.166 Develop intellectual curiosity and eagerness for lifelong learning.
1.167 Develop a positive attitude toward learning.
1.168 Develop a positive attitude toward continuing independent education.
1.169 Recognize learning as a continuous process for self-development.
1.170 Experience satisfaction in gaining new information and skills.
1.171 Assume personal responsibility for independent learning.
1.172 Recognize that personal growth and knowledge can contribute to the learning of others.
1.173 Apply accumulated knowledge, skills, and experience to every day living.
1.174 Seek new learning experiences.
1.175 Desire to achieve at one's level of age and ability.
1.176 Be inquisitive about natural phenomena and puzzling events.
1.177 Develop a program for realizing personal and family goals.
1.178 Learn how to evaluate one's progress.
1.179 Learn how to identify one's needs.

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	GOALS	PG1	PG2	PG3	PG4	GOALS	PG1	PG2	PG3	PG4	GOALS	PG1	PG2	PG3	PG4
1.144	21	1	1	0	5	5	1	0	1	0	17	1	3	3	0
1.145	10	2	0	1	2	1	1	0	0	0	4	2	0	0	0
1.146	13	1	0	2	4	5	1	1	0	0	16	2	0	3	0
1.147	6	2	0	0	1	1	1	0	0	0	17	3	1	3	0
1.148	5	1	0	1	1	2	1	0	0	0	7	1	0	0	1
1.149	4	1	0	1	1	2	1	0	0	0	6	0	0	0	0
1.150	6	1	0	0	2	1	1	0	0	0	12	2	0	2	0
1.151	4	1	0	1	1	1	1	0	0	0	4	0	0	0	0
1.152 MGT RES	46	2	8	10	4	10	0	3	2	1	26	0	5	6	2
1.153	30	2	4	2	1	6	0	0	2	0	26	2	2	5	1
1.154	26	2	4	1	2	6	0	0	2	0	22	0	1	5	1
1.155	44	3	2	2	4	8	0	0	3	0	24	2	2	5	2
1.156	17	1	1	1	0	4	0	0	1	0	15	1	1	1	1
1.157	9	1	0	1	0	2	0	0	1	0	7	0	0	0	0
1.158	19	1	2	3	2	2	0	0	1	0	14	0	0	3	1
1.159	13	2	3	1	1	3	0	0	1	0	8	0	1	0	0
1.160	16	1	1	1	3	3	0	0	2	0	15	1	2	2	0
1.161	9	3	1	1	2	2	0	0	1	0	5	0	0	0	0
1.162	10	2	0	1	1	2	0	0	1	0	9	0	0	1	1
1.163	7	1	0	0	0	2	0	0	1	0	3	0	0	0	0
1.164	18	2	2	3	2	4	0	0	1	0	10	0	3	2	1
1.165 DES LEAR	68	32	8	2	1	8	2	2	2	1	32	15	2	0	1
1.166	47	11	3	2	1	9	1	1	0	0	32	8	3	1	1
1.167	42	13	8	0	0	3	0	0	2	0	27	7	5	0	0
1.168	32	11	2	1	0	5	1	0	1	0	21	4	2	0	0
1.169	17	2	1	2	0	2	0	1	0	0	11	2	1	0	0
1.170	13	2	4	1	1	2	1	0	1	0	6	0	0	0	1
1.171	11	4	1	1	0	1	0	0	0	0	13	1	2	0	1
1.172	2	1	1	0	0	0	0	0	0	0	5	0	1	0	0
1.173	5	1	1	0	0	1	0	0	0	0	7	0	0	0	1
1.174	8	3	4	0	1	2	1	0	0	0	6	0	0	0	0
1.175	13	3	2	0	0	0	0	0	0	0	8	1	0	0	0
1.176	7	3	1	1	0	1	0	1	0	0	7	0	1	0	0
1.177	7	1	1	0	0	2	0	1	0	0	5	0	0	0	0
1.178	13	2	2	0	2	3	1	0	0	0	8	1	0	0	0
1.179	9	2	2	0	1	1	1	0	0	0	6	0	0	0	0

LEISURE TIME

1.180 Learn how to use leisure time.
1.181 Develop ability to use leisure time productively.
1.182 Develop a positive attitude toward participation in a range of leisure time activities—physical, intellectual, and creative.
1.183 Develop appreciation and interests which will lead to wise and enjoyable use of leisure time.
1.184 Recognize that happiness is pursued and realized in many ways.
1.185 Understand the necessity for an appropriate balance between work and leisure.
1.186 Understand the contribution of leisure and relaxation to effective work.
1.187 Learn games and skills which will enable one to join the leisure time activities of others.

AESTHETICS – FINE ARTS

1.188 Appreciate culture and beauty in the world.
1.189 Develop abilities for effective expression of ideas and cultural appreciation (fine arts).
1.190 Cultivate appreciation for beauty in various forms.
1.191 Develop creative self-expression through various media (art, music, writing, etc.).
1.192 Develop special talents in music, art, literature and foreign languages.
1.193 Appreciate the contribution of our cultural and artistic heritage to our way of life.
1.194 Learn to enjoy the work and performances of especially talented artists.
1.195 Learn to appreciate the beauties of nature.
1.196 Learn to appreciate architectural beauty.
1.197 Develop a knowledge of various folk arts and folk music.

SELF–ESTEEM AND SELF–DEVELOPMENT

1.198 Develop pride in work and a feeling of self-worth.
1.199 Develop a feeling of student pride in his achievements and progress.
1.200 Develop self-understanding and self-awareness.
1.201 Develop the student's feeling of positive self-worth, security, and self-assurance.
1.202 Achieve self-realization by maximizing the fulfillment of one's potential.
1.203 Become a whole person by the integration of one's feelings, thoughts, and actions.
1.204 Understand human reactions in a variety of emotional situations such as love, sorrow, stress, depression, joy, sexual relation, anger, anxiety.
1.205 Be willing to try new experiences and take reasonable risks.
1.206 Be aware of changes in self brought about by maturation and education.
1.207 Be in possession of self-control.
1.208 Develop the self-confidence to take the initiative to change one's conditions of existence.
1.209 Understand and appreciate one's experience as a member of the community in which one lives.
1.210 Understand and take pride in one's own cultural and ethnic background.
1.211 Develop the ability to understand oneself in relation to the environment, and the extent of one's control over one's future.

HEALTH AND SAFETY

1.212 Practice and understand the ideas of health and safety.
1.213 Establish an effective individual physical fitness program.
1.214 Develop an understanding of good physical health and well being.
1.215 Establish sound personal health habits and information.

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1.180 LEISURE	47	2	5	12	12	8	0	1	0	3	18	0	2	2	8
1.181	35	2	3	5	5	5	1	1	0	1	19	0	1	1	8
1.182	35	2	4	3	4	7	1	1	0	2	25	0	0	3	8
1.183	33	2	4	3	4	8	0	1	0	2	21	2	0	1	6
1.184	6	1	1	1	0	3	0	1	0	0	7	0	0	0	0
1.185	6	1	1	1	0	1	0	1	0	0	10	1	0	0	1
1.186	7	1	2	1	0	2	0	1	0	0	6	0	0	0	0
1.187	14	2	2	3	1	1	0	1	0	0	17	1	0	2	2
1.188 AES/ARTS	56	5	13	11	6	11	0	1	3	1	29	1	2	7	5
1.189	45	4	4	4	4	7	0	1	2	0	25	0	2	8	2
1.190	32	2	1	3	6	3	0	1	1	0	24	1	2	5	2
1.191	50	3	5	2	6	8	0	2	2	0	36	3	3	7	2
1.192	35	4	0	2	4	5	0	1	1	0	21	2	0	6	3
1.193	27	3	4	2	5	3	0	1	0	0	12	0	1	1	2
1.194	16	4	0	3	2	2	0	1	0	0	15	1	0	2	1
1.195	11	3	0	2	2	3	0	1	0	0	8	1	0	0	1
1.196	6	2	0	0	2	2	0	1	0	0	7	0	0	1	0
1.197	14	3	0	1	2	1	0	1	0	0	8	0	0	2	0
1.198 SELF-EST	74	36	9	2	1	10	4	1	1	0	33	14	2	0	1
1.199	38	12	5	1	0	5	2	0	0	0	23	7	2	0	1
1.200	45	10	7	1	1	5	2	1	0	0	29	10	1	0	0
1.201	62	15	6	2	2	10	3	1	1	0	37	12	5	1	0
1.202	25	4	4	2	0	4	2	0	1	0	20	4	1	2	0
1.203	7	1	3	0	0	1	1	0	0	0	10	2	0	0	0
1.204	9	2	2	0	1	2	0	1	0	0	6	1	0	0	0
1.205	10	2	3	0	0	1	1	0	0	0	7	1	0	0	0
1.206	9	2	3	0	0	4	1	0	0	0	7	0	0	0	0
1.207	11	3	3	0	0	1	1	0	0	0	8	1	0	0	1
1.208	11	2	2	0	0	1	1	0	0	0	8	1	0	0	0
1.209	14	4	4	0	0	2	1	0	0	0	8	1	0	1	0
1.210	16	4	4	1	0	2	1	0	1	0	11	1	1	0	0
1.211	20	5	4	1	0	3	1	0	0	0	13	0	1	1	1
1.212 HEAL/SAF	72	5	22	16	2	12	1	1	3	1	29	2	8	5	2
1.213	58	5	8	9	3	7	1	1	0	0	27	1	7	3	1
1.214	58	5	6	9	2	8	1	1	1	0	38	3	10	3	2
1.215	46	3	6	7	4	4	1	1	0	0	25	1	5	2	1

1.216	Develop a concern for public health and safety.
1.217	Value good health and well-being.
1.218	Be able to recognize symptoms of poor physical or mental health.
1.219	Have good nutritional and cleaning habit.
1.220	Exercise regularly and get adequate rest.
1.221	Take reasonable precautions for the safety of oneself.
1.222	Know the physical and social consequences of smoking and alcoholism.
1.223	Know the physical and social consequences of drug abuse.
1.224	Be knowledgeable about the causes and prevention of disease.

HEALTH AND SAFETY

2. INSTITUTIONAL GOALS

COMMUNICATION

2.1	Report student progress on a regular basis to parents and students.
2.2	Assure adequate articulation and communication among age and grade levels, schools, districts, and other educational institutions.
2.3	Establish effective communication between parents, teachers, students, and community.

DECISION-MAKING

2.4	Provide each school with sufficient autonomy to establish programs suitable to their school-community.
2.5	Establish advisory councils at each school.
2.6	Involvement of representatives of all segments of the school-community in decision making.
2.7	Provide for administrative decentralization.
2.8	Improve Board-Superintendent relations.
2.9	Utilize a valid information base in making decisions.

EDUCATIONAL PROGRAMS

2.10	Provide programs and services to meet health, counseling, psychological, welfare and attendance, and special educational needs of pupils.
2.11	Provide opportunities for students to participate in community activities, including community service and work experience.
2.12	Provide a variety of extra-curricular activities.
2.13	Provide all students with equal educational opportunities.
2.14	Establish a program of early childhood education.
2.15	Develop educational programs to reduce dropouts.
2.16	Provide a program of bi-lingual education for non-English speaking pupils.
2.17	Develop educational programs to increase attendance.
2.18	Provide programs and services for special education.
2.19	Provide programs and services for general education.
2.20	Provide programs and services for pupil personnel services.
2.21	Provide programs and services for vocational education.
2.22	Provide ethnic studies programs.

PROGRAM EVALUATION

2.23	Provide for accountability through a system of research, program planning and development, evaluation and modification, and reporting to the community.
2.24	Provide feedback for public examination and redirection of the educational programs.

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1.216	33	1	3	5	2	5	1	0	0	0	16	0	2	2	0
1.217	18	1	3	2	3	4	1	0	0	0	11	0	1	0	1
1.218	15	0	3	2	2	4	1	0	0	0	14	1	0	0	0
1.219	17	2	5	1	3	3	1	0	0	0	12	1	2	0	0
1.220	11	2	2	2	2	2	1	0	0	0	8	0	0	1	0
1.221	8	0	2	2	2	1	1	0	0	0	7	0	1	0	0
1.222	15	1	2	3	3	3	1	0	0	0	12	0	3	0	0
1.223	26	1	7	3	3	4	1	0	0	1	19	1	5	0	1
1.224	17	1	3	1	2	1	1	0	0	0	12	1	2	0	1
TOTAL INSTRUC	5639	1112	744	478	295	922	197	119	88	44	3611	627	385	296	153
INSTITUTIONAL															
2. 1 COMMUN	14	2	1	0	2	2	0	0	2	0	10	2	0	1	2
2. 2	14	2	2	1	3	7	0	1	2	1	11	4	0	2	0
2. 3	31	6	6	1	2	8	3	2	1	0	23	9	2	2	0
2. 4 DEC-MAK	11	1	1	1	0	2	0	0	1	0	7	1	1	1	0
2. 5	7	1	2	1	0	3	0	0	1	1	4	0	1	0	1
2. 6	17	2	1	4	0	3	0	0	2	0	16	1	1	4	0
2. 7	2	0	1	0	0	0	0	0	0	0	3	0	0	0	0
2. 8	3	0	2	0	0	0	0	0	0	0	1	0	0	0	0
2. 9	6	1	2	0	0	1	0	0	0	0	7	1	0	1	1
2. 10 ED PROG	31	5	4	6	0	6	1	0	1	0	19	5	2	0	1
2. 11	5	0	1	0	0	3	0	1	0	0	9	1	2	0	0
2. 12	9	1	1	1	1	3	0	0	0	1	11	2	1	2	0
2. 13	26	3	5	3	1	1	0	0	0	0	11	1	0	1	1
2. 14	6	2	1	2	1	1	0	0	0	0	5	0	2	0	0
2. 15	2	0	1	0	0	0	0	0	0	0	3	0	0	0	0
2. 16	13	3	2	0	0	1	0	1	0	0	8	0	1	2	0
2. 17	4	0	1	0	1	1	0	0	0	0	3	1	0	0	0
2. 18	11	3	3	0	1	0	0	0	0	0	12	1	3	1	1
2. 19	5	2	0	1	0	3	1	0	0	1	7	1	2	0	0
2. 20	6	2	1	2	0	3	2	0	1	0	12	6	1	0	1
2. 21	12	2	2	0	1	6	2	1	0	0	18	7	1	0	0
2. 22	7	2	1	1	0	2	0	0	0	1	4	0	1	0	0
2. 23 PR EVAL	14	2	1	1	0	3	0	1	1	0	9	1	0	0	0
2. 24	6	2	1	1	0	1	0	0	0	0	10	1	0	1	0

PROGRAM EVALUATION	2.25	Should help individual students, teachers, parents, and other school community members learn about themselves and their relationship to others.
UTILIZATION OF RESOURCES	2.26	Utilize local, state, and federal resources to provide personnel, programs, materials, and facilities to assist all students in meeting the educational objectives adopted by themselves, the district, and their own school.
	2.27	Provide leadership and resources to develop programs, utilizing the services of community citizens and agencies.
	2.28	Improve transportation service for pupils.
	2.29	Utilize services of community volunteer organizations.
	2.30	Improve food services for pupils.
	2.31	Provide resources and opportunities appropriate to meet the special needs of disadvantaged youth.
	2.32	Provide free lunches for needy pupils.
PERSONNEL	2.33	Provide for a systematic process of personnel selection and evaluation.
	2.34	Provide adequate resources and adopt policies for the improvement and upgrading of all staff.
	2.35	Adopt employment policies which include an affirmative action plan for assuring reasonable ethnic balance among district staff.
	2.36	Get rid of ineffective teachers.
	2.37	Get rid of ineffective administrators.
SCHOOL ORGANIZATION PROCEDURES AND ENVIR.	2.38	Allow and encourage the establishment of alternative learning opportunities.
	2.39	Provide open classrooms.
	2.40	Provide non-graded instruction.
	2.41	Provide integrated education.
	2.42	Maintain discipline.
	2.43	Provide traditional programs.
	2.44	Provide equal educational opportunities.
	2.45	Provide pupils options among educational courses, activities, and experiences.
	2.46	Prevent violence.
	2.47	Establish year-around schools.
	2.48	Utilize team teaching.
	2.49	Establish a flexible system of class scheduling.
	2.50	Establish individualized instruction to meet each student needs.
	2.51	Provide an educational environment that allows each student the opportunity to maximize his/her potential.
FACILITIES & GROUNDS	2.52	Provide facilities for general and special educational needs.
	2.53	Provide adequate facilities for recreation, physical exercise, and competitive athletics.
	2.54	Provide facilities to enhance learning activities, such as libraries, media centers, open space, etc.
	2.55	Provide adequate and safe playgrounds and equipment to meet the needs of the school-community.

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GOALS CATALOG CODE/LOCATOR	ELEMENTARY DISTRICTS 133 DISTRICTS (61 PCT)					SECONDARY DISTRICTS 22 DISTRICTS (10 PCT)					UNIFIED DISTRICTS 62 DISTRICTS (29 PCT)				
	GOALS	PG1	PG2	PG3	PG4	GOALS	PG1	PG2	PG3	PG4	GOALS	PG1	PG2	PG3	PG4
?. 25	10	3	1	1	0	3	0	1	0	0	9	1	0	2	0
?. 26 UTIL RES	19	2	1	6	2	2	1	0	0	1	13	2	1	0	0
?. 27	14	2	2	2	2	1	0	0	0	0	11	3	0	1	1
?. 28	4	1	1	0	0	0	0	0	0	0	4	1	0	1	0
?. 29	12	0	1	4	1	1	0	0	1	0	5	0	0	0	2
?. 30	5	1	2	1	0	1	0	0	0	1	4	1	0	0	0
?. 31	7	0	1	2	0	1	0	0	0	1	5	1	0	0	0
?. 32	1	0	0	0	0	1	0	0	0	1	4	0	0	1	0
?. 33 PERSONNE	17	4	0	1	1	6	1	1	1	2	15	3	2	2	1
?. 34	16	6	0	2	0	3	1	1	0	1	17	2	2	4	1
?. 35	2	0	0	0	0	0	0	0	0	0	5	0	1	1	1
?. 36	1	0	1	0	0	2	0	0	1	1	8	2	2	1	1
?. 37	0	0	0	0	0	1	0	0	1	0	5	1	1	1	1
?. 38 ORG/ENV	8	0	3	1	0	3	1	0	1	0	12	3	1	0	0
?. 39	1	0	1	0	0	0	0	0	0	0	5	0	0	1	0
?. 40	6	1	1	0	1	0	0	0	0	0	6	0	0	1	1
?. 41	5	1	1	0	0	0	0	0	0	0	1	0	0	0	0
?. 42	18	4	4	1	3	3	1	1	0	0	12	4	2	2	0
?. 43	1	1	0	0	0	1	0	0	1	0	3	1	0	0	0
?. 44	6	1	0	2	0	1	0	1	0	0	8	1	1	0	0
?. 45	11	3	1	0	2	5	1	1	1	1	18	4	2	1	0
?. 46	3	1	0	1	0	0	0	0	0	0	2	1	0	0	0
?. 47	0	0	0	0	0	0	0	0	0	0	3	0	1	1	0
?. 48	1	0	0	0	0	1	0	0	0	0	6	0	0	2	0
?. 49	4	0	1	1	1	1	0	0	0	1	5	2	0	0	0
?. 50	26	5	2	4	1	4	2	1	0	0	18	1	2	2	1
?. 51	37	6	2	4	1	7	2	1	1	0	26	6	3	1	1
?. 52 FACIL	14	3	2	3	0	4	1	0	0	1	17	6	1	0	1
?. 53	7	2	0	2	0	2	2	0	0	0	8	3	2	0	0
?. 54	18	3	2	2	3	3	1	0	0	2	13	4	1	0	0
?. 55	10	2	1	2	2	0	0	0	0	0	8	2	2	0	0
TOTAL INSTIT	549	92	74	68	33	117	23	15	20	18	501	100	48	43	20
UNDEFINED	69	5	2	4	3	17	2	1	2	1	124	6	6	5	8
GRAND TOTAL	2571	209	820	550	331	1056	222	135	110	63	4236	733	439	344	181

CITIZENSHIP

1.1 Learn how to be a good citizen.
1.2 Develop an awareness of civic rights and responsibilities.
1.3 Develop attitudes for productive citizenship in a democracy.
1.4 Develop an attitude of respect for personal and public property.
1.5 Develop an understanding of the obligations and responsibilities of citizenship.
1.6 Acquire the skills, knowledge and values necessary for responsible citizenship.
1.7 Know the main structures and functions of our government and political processes.
1.8 Understand that productive citizenship involves effort to assure good government.
1.9 Comprehend the nature and purpose of governments.
1.10 Live within the law.
1.11 Strive to eliminate prejudice in our society whether based on sex, religious belief, race, nationality, ethnic identification, or age.

IDEALS OF DEMOCRACY

1.12 Understand and practice democratic ideas and ideals.
1.13 Develop loyalty to American democratic ideals.
1.14 Develop patriotism and loyalty to ideals of democracy.
1.15 Develop knowledge and appreciation of the rights and privileges in our democracy.
1.16 Develop an understanding of our American heritage.
1.17 Understand and appreciate the ideals and principles underlying the American democracy.
1.18 Develop patriotism and loyalty to America.
1.19 Understand the democratic political system.
1.20 Be able to compare the democratic political system with other political systems.
1.21 Acquire the skills necessary to adapt and adjust to living in a democratic society.

FAMILY LIVING

1.22 Understand and practice the skills of family living.
1.23 Develop understanding and appreciation of the principles of living in the family group.
1.24 Develop attitudes leading to acceptance of responsibilities as family members.
1.25 Develop an awareness of future family responsibilities and achievement of skills in preparing to accept them.
1.26 Understand the roles and responsibilities of different family members.
1.27 Learn about factors that strengthen and weaken family ties.
1.28 Understand sexual expression in marriage.
1.29 Understand the aims and means of family planning.
1.30 Understand the physical, emotional, and social ramifications of extra-marital sex.
1.31 Know about human reproduction, prenatal development, and birth.
1.32 Know about the stages of human growth and development from infancy to death.
1.33 Understand and be prepared to accept future parental responsibility for children's care, education, and upbringing.

SOCIAL REL

1.34 Learn to respect and get along with people with whom we work and live.
1.35 Develop appreciation and respect for the worth and dignity of individuals.

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INSTRUCTIONAL															
1. 1 CITIZEN	11	0	1	0	1	26	7	7	3	1	60	14	20	3	1
1. 2	11	0	1	1	1	34	5	7	3	0	40	5	5	0	2
1. 3	11	1	2	0	0	24	5	5	4	0	37	6	5	0	1
1. 4	10	2	1	0	0	22	4	5	3	1	40	9	7	2	0
1. 5	14	0	3	2	0	38	5	10	4	2	50	5	4	3	2
1. 6	11	1	2	1	0	28	4	8	3	1	25	3	5	2	2
1. 7	9	0	1	0	0	16	3	4	2	1	15	1	3	2	1
1. 8	7	0	0	1	0	12	2	2	2	0	3	0	1	0	0
1. 9	7	0	0	0	0	10	2	1	2	0	9	0	1	1	1
1. 10	6	0	0	1	0	18	3	4	1	1	9	1	1	2	0
1. 11	8	1	0	0	0	20	4	3	3	0	8	0	2	1	0
1. 12 DEMOC ID	14	0	4	3	0	23	4	7	4	0	55	3	21	10	2
1. 13	8	0	0	3	0	16	2	4	2	0	28	1	6	1	0
1. 14	10	0	0	3	0	18	2	6	2	0	32	2	5	2	0
1. 15	8	0	0	4	0	28	3	7	5	0	40	4	11	1	0
1. 16	10	1	0	2	0	25	3	3	6	0	42	2	6	4	1
1. 17	9	0	1	2	0	21	3	3	1	0	11	1	2	1	0
1. 18	7	0	0	1	0	14	2	3	2	0	11	1	2	1	0
1. 19	7	1	0	0	1	12	2	3	2	0	9	0	0	0	1
1. 20	5	0	0	0	0	10	2	2	2	0	9	0	1	0	2
1. 21	6	0	1	0	0	20	3	2	2	0	14	1	3	0	0
1. 22 FAM LIV	7	1	0	0	2	19	3	1	5	5	46	0	5	18	13
1. 23	6	1	0	0	2	21	3	1	3	3	35	2	2	5	2
1. 24	6	1	0	0	2	15	2	1	2	2	34	2	0	5	4
1. 25	5	1	0	0	1	15	1	1	3	3	32	1	1	6	2
1. 26	3	0	1	0	0	6	2	2	0	0	11	1	1	3	0
1. 27	2	0	0	0	0	4	1	1	0	0	3	0	0	0	0
1. 28	2	0	0	0	0	8	1	2	1	0	2	0	0	1	0
1. 29	4	0	0	0	0	3	1	0	0	0	3	0	1	1	0
1. 30	2	0	0	0	0	4	1	1	0	0	5	1	3	1	0
1. 31	4	1	0	0	0	9	1	4	1	0	4	0	1	1	0
1. 32	2	0	0	0	0	7	1	2	0	1	7	0	0	3	0
1. 33	3	1	0	0	0	5	1	0	0	0	4	0	2	1	0
1. 34 SOC REL	15	4	2	0	1	37	9	10	3	1	84	23	22	5	2
1. 35	13	2	0	0	0	37	8	9	2	0	59	9	12	2	1

SOCIAL RELATIONSHIPS

1.36 Develop respect for individual worth and understanding of minority opinions and acceptance of majority decisions.
1.37 Develop a cooperative attitude toward living and working with others.
1.38 Acquire habits and attitudes which have proven value to social relations.
1.39 Understand the interdependence of people.
1.40 Contribute to the improvement of the world.
1.41 Be able to adjust to the changing demands of society.
1.42 Be able to establish and enjoy close personal relationships.
1.43 Recognize feelings and expressions of emotion as a component of human relationships.
1.44 Take responsibility for oneself and not be overly dependent on others.
1.45 Acquire skill in group discussion and meetings.
1.46 Share one's own ideas, opinions, and feelings with others.
1.47 Give due credit to people who have helped one achieve something.
1.48 Be prepared for roles of leader and follower, and be able to accept frustration and defeat as well as success and winning.
1.49 Learn to enjoy the achievements of one's friends and associates.
1.50 Enjoy collaboration with others in joint enterprises.

INTER-CULTURAL RELATIONSHIPS

1.51 Learn how to respect and get along with people who think, dress and act differently.
1.52 Develop an appreciation for and an understanding of other people and other cultures.
1.53 Develop an understanding of political, economic, and social patterns of the rest of the world.
1.54 Develop awareness of the interdependence of races, creeds, nations and cultures.
1.55 Develop an awareness of the processes of group relationships.
1.56 Support the existence of a variety of lifestyles in America.
1.57 Seek relationships with people from other economic, ethnic, and social groups.
1.58 Seek to learn about other cultures by experiencing them.
1.59 Understand how groups with different cultures or values can interrelate effectively.
1.60 Understand how groups with cultures and values quite different from one's own contribute to one's total cultural heritage.

BASIC SKILLS

1.61 Develop skills in reading, writing, speaking and listening.
1.62 Develop ability to communicate ideas and feelings effectively.
1.63 Develop skills in oral and written English.
1.64 Have reading comprehension skills, which include retaining information, seeing implications, making inferences, and arriving at generalizations and conclusions.
1.65 Have oral reading and word attack skills, including phonetics.
1.66 Read for information and pleasure.
1.67 Learn study skills.
1.68 Have proficiency in written expression.
1.69 Speak fluent and clear English.
1.70 Have good listening skills.
1.71 Utilize non-verbal means of communication.

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1. 36	13	1	1	2	0	23	6	4	1	0	36	5	7	2	0
1. 37	15	2	2	1	1	25	5	8	0	0	53	10	8	2	0
1. 38	6	0	0	1	1	11	3	3	1	0	12	1	3	1	0
1. 39	9	0	1	1	0	17	2	4	1	0	8	1	0	0	0
1. 40	4	0	1	0	0	12	2	5	0	0	1	0	0	0	0
1. 41	4	0	0	1	1	12	2	4	0	0	14	1	1	1	1
1. 42	3	0	0	0	0	11	3	3	0	0	9	1	1	1	2
1. 43	5	0	2	0	0	14	3	3	0	0	6	0	2	0	0
1. 44	6	1	1	0	0	16	4	5	0	0	13	3	2	1	0
1. 45	4	1	0	0	0	14	3	3	1	0	4	0	0	0	0
1. 46	6	0	0	0	0	17	5	4	1	0	10	2	0	2	0
1. 47	2	0	0	0	0	9	1	3	0	0	1	0	0	0	0
1. 48	6	2	0	0	0	21	4	4	2	0	15	3	1	3	0
1. 49	2	0	0	0	0	10	1	4	0	0	2	2	0	0	0
1. 50	3	0	0	0	0	9	1	4	0	0	2	0	0	0	0
1. 51 INT-CULT	10	0	2	1	0	28	4	9	2	3	49	0	16	15	3
1. 52	15	2	1	0	1	44	6	9	5	2	55	4	6	9	2
1. 53	8	1	2	0	0	18	2	4	3	2	36	2	3	5	0
1. 54	11	0	1	1	0	19	3	3	2	2	36	1	2	4	2
1. 55	5	1	1	0	0	12	2	2	2	1	20	2	0	3	0
1. 56	8	0	0	0	0	10	2	0	1	1	4	0	0	1	1
1. 57	5	0	0	0	0	10	3	1	1	1	2	0	0	1	0
1. 58	3	0	1	0	0	9	2	0	1	2	4	0	1	1	0
1. 59	8	1	0	0	0	17	4	1	3	1	11	0	1	1	1
1. 60	9	0	1	2	0	24	2	3	4	2	18	0	0	3	2
1. 61 BASIC SK	19	8	1	0	0	58	32	0	0	0	106	54	4	2	0
1. 62	13	5	1	0	0	39	17	3	0	0	54	14	1	0	0
1. 63	15	5	2	0	0	33	15	3	0	0	54	17	2	2	0
1. 64	8	3	0	0	0	23	12	0	0	0	38	14	0	1	0
1. 65	10	2	0	0	0	16	10	0	0	0	18	11	1	1	0
1. 66	7	2	0	0	0	14	9	0	0	0	14	8	0	0	0
1. 67	7	2	1	0	0	20	7	1	1	1	11	6	2	1	0
1. 68	9	2	0	0	0	18	9	3	0	0	15	5	1	0	0
1. 69	7	1	0	0	0	18	7	1	1	0	13	6	0	0	0
1. 70	7	3	0	0	0	22	9	0	2	0	13	4	1	0	0
1. 71	4	1	0	0	0	12	4	1	0	0	2	0	0	0	0

BASIC SKILLS	
1.72	Have motor, sensory, and memory skills appropriate to one's age and growth level.
1.73	Have legible penmanship.
1.74	Be able to spell.
1.75	Recognize types and effects of mass communication.
1.76	Be able to apply the fundamental arithmetic operations with whole numbers, fractions, decimals, and percents, and understand common mathematical symbols.
1.77	Be able to apply mathematics to the solution of problems encountered in daily living.
1.78	Develop skills in the use of other languages.
1.79	Learn about computer languages.
1.80	Develop writing as a means of self-expression.

GEN. KNOW.	
1.81	Gain a general education.
1.82	Develop background and skills in the use of numbers, natural sciences, mathematics, and social sciences.
1.83	Develop a fund of information and concepts.
1.84	Develop special interests and abilities.
1.85	Have knowledge of mathematical concepts, definitions, symbols, and operations.
1.86	Understand the contribution of mathematics and science to technological and economic progress.
1.87	Understand elements of art and music.
1.88	Develop rational skills for scientific problem-solving, including divergent and convergent thinking, induction and deduction, hypothesizing, testing and observing, analysis, synthesis, and valuing.
1.89	Be able to speak convincingly and effectively.

GENERAL KNOWLEDGE	
1.90	Recognize and read various styles and forms of good literature.
1.91	Understand the contributions of sub-cultures to American society.
1.92	Understand governmental and political systems.
1.93	Understand the political, economic, and social problems throughout the world.
1.94	Understand the major records of history, anthropology, and past cultures.
1.95	Be knowledgeable about government and social services and how they are supported by taxation.
1.96	Understand the role of business and industry in the United States.
1.97	Be knowledgeable about the role of the United States in world affairs, including foreign military and economic commitments, international trade and relations, and participation in the United Nations.

CHARACTER AND PERSONAL VALUES	
1.98	Develop good character and self-respect.
1.99	Develop moral responsibility and a sound ethical and moral behavior.
1.100	Develop the student's capacity to discipline himself to work, study, and play constructively.
1.101	Develop a moral and ethical sense of values, goals, and processes of free society.
1.102	Develop standards of personal character and ideals.
1.103	Possess ethical, moral, social, and spiritual values and use them to make decisions and establish personal goals.
1.104	Be knowledgeable about the major religions, philosophies, and moral and ethical teachings.
1.105	Develop personal discipline.
1.106	Understand the relation of one's personal ethical values to the processes of a free society.
1.107	Behave in accordance with one's standards.

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1. 72	6	0	1	0	1	10	5	1	0	0	8	3	0	1	1
1. 73	7	0	1	0	0	15	6	1	2	0	10	5	1	0	0
1. 74	9	2	0	0	0	17	6	2	1	0	18	9	2	1	0
1. 75	4	0	0	0	0	7	2	1	1	1	0	0	0	0	0
1. 76	14	4	2	0	0	38	20	1	0	0	58	22	6	0	0
1. 77	8	3	2	0	0	23	14	0	0	0	35	13	4	0	1
1. 78	6	0	1	1	0	16	5	1	1	3	22	8	4	1	1
1. 79	3	0	0	1	0	2	1	0	0	0	0	0	0	0	0
1. 80	7	2	1	0	0	14	6	1	1	0	11	4	1	0	0
1. 81 GEN KNOW	7	3	1	0	0	25	14	0	1	0	56	32	2	0	0
1. 82	14	3	1	1	0	37	15	2	1	1	45	11	1	3	0
1. 83	7	2	0	0	0	18	6	1	2	1	21	5	0	0	0
1. 84	7	4	0	0	0	21	8	0	0	1	26	6	0	0	0
1. 85	11	3	0	0	0	21	9	2	0	0	23	9	3	0	0
1. 86	8	1	2	1	0	15	5	0	3	1	12	3	1	1	0
1. 87	5	0	0	1	0	16	2	1	1	2	7	1	0	2	0
1. 88	13	3	1	0	0	25	8	3	0	1	31	6	1	2	1
1. 89	5	0	0	0	0	13	4	1	1	1	10	3	1	0	1
1. 90	6	2	0	0	0	10	4	0	0	1	5	1	1	1	0
1. 91	9	0	1	0	1	13	1	1	3	1	6	1	0	0	0
1. 92	6	0	0	1	0	17	3	3	3	0	20	7	3	1	0
1. 93	5	0	1	1	0	14	3	1	5	0	12	2	2	0	0
1. 94	4	1	0	0	1	20	3	2	5	0	12	2	2	1	1
1. 95	4	0	0	1	0	11	2	1	2	0	1	0	0	0	0
1. 96	2	0	0	0	0	13	2	2	1	1	5	0	1	0	1
1. 97	7	0	1	0	0	12	2	2	3	0	6	1	0	3	0
1. 98 CHAR/VAL	4	1	0	0	0	27	11	4	3	0	66	29	10	2	2
1. 99	6	1	0	0	0	29	7	4	1	0	48	5	6	3	1
1.100	7	2	2	0	0	28	9	6	2	0	49	11	4	3	3
1.101	8	1	0	0	0	25	8	5	1	1	41	6	6	3	0
1.102	4	1	0	0	0	18	6	3	1	0	29	2	4	2	0
1.103	7	0	0	2	0	15	0	3	2	1	18	1	2	3	0
1.104	5	1	0	1	0	10	1	2	1	1	7	0	1	0	0
1.105	7	0	1	2	0	24	8	5	3	0	25	6	2	1	2
1.106	4	0	0	1	0	15	3	2	2	0	8	0	1	0	0
1.107	5	0	0	1	0	14	3	3	1	1	6	3	0	1	0

CHARACTER AND PERSONAL VALUES

1.108 Appreciate society's moral and ethical values.
1.109 Learn to accept responsibility for one's own behavior.

DECISION-MAKING AND PROBLEM SOLVING

1.110 Learn how to examine and use information.
1.111 Develop ability to examine constructively and creatively.
1.112 Develop ability to use scientific methods.
1.113 Develop reasoning abilities.
1.114 Develop skills to think and proceed logically.
1.115 Be knowledgeable about and use the principles of making decisions and solving problems.
1.116 Understand the role of value judgments in decision-making.
1.117 Understand the role of uncertainty in decision-making.
1.118 Be able to distinguish fact from opinion.
1.119 Be able to invent new approaches to difficult problems.
1.120 Learn to concentrate.
1.121 Know how to use common sources of information.
1.122 Know how to test decisions by the criteria of common sense and reasonable expectation.
1.123 Apply accumulated knowledge, skills, and experience to present day living and planning for the future.

PREPARATION FOR CHANGES

1.124 Learn about and try to understand the changes that take place in the world.
1.125 Develop ability to adjust to the changing demands of society.
1.126 Develop an awareness and the ability to adjust to a changing world and its problems.
1.127 Develop understanding of the past, identify with the present, and the ability to meet the future.
1.128 Understand that the world is continually changing and be able to adapt to such changes.
1.129 Be able to solve personal problems occasioned by change.
1.130 Understand how world problems require social change and personal adjustment for their solution.
1.131 Be open to change and ready to adjust to change.
1.132 Understand the principles of conflict resolution, weighing of evidence, negotiation, and reasonable compromise.
1.133 Be aware of the influence of others as one examines values and makes decisions.

PREP. FOR ENTERING THE WORLD OF WORK

1.134 Develop skills to enter a specific field of work.
1.135 Develop abilities and skills needed for immediate employment.
1.136 Develop an awareness of opportunities and requirements related to a specific field of work.
1.137 Develop an appreciation of good workmanship.
1.138 Understand the value of work to society, to one's personal development, and to preparation for a career.
1.139 Have general knowledge and specific information about vocations of interest to oneself.
1.140 Know how to get and hold a job.

ABILITY TO MAKE JOB SELECTIONS

1.141 Gain information needed to make job selections.
1.142 Promote self-understanding and self-direction in relation to student's occupational interests.
1.143 Develop the ability to use information and counseling services related to the selection of a job.

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1.108	3	0	0	0	0	10	0	3	1	0	8	0	1	1	0
1.109	7	0	1	1	0	25	6	4	3	0	20	4	2	0	2
1.110 PROB SOL	8	1	3	0	0	31	15	3	1	2	49	27	3	4	0
1.111	6	1	1	1	0	26	9	2	0	1	39	14	0	1	1
1.112	10	0	3	0	0	20	10	1	1	1	31	8	0	1	0
1.113	11	0	3	0	0	24	12	2	0	0	43	10	2	1	0
1.114	8	2	1	0	0	34	13	3	0	2	41	11	2	1	0
1.115	9	0	1	1	1	31	10	3	1	1	25	7	1	0	1
1.116	5	0	1	0	0	7	4	0	0	0	7	3	0	0	0
1.117	4	0	0	0	0	6	2	1	0	0	1	1	0	0	0
1.118	3	0	0	0	0	13	5	0	0	1	5	0	1	0	0
1.119	8	1	0	1	0	13	4	1	0	2	8	2	0	1	0
1.120	3	0	0	0	0	6	3	0	0	0	4	1	0	0	0
1.121	5	2	0	0	0	14	5	3	0	0	9	2	1	1	1
1.122	2	0	0	0	0	15	2	1	0	0	6	2	2	0	0
1.123	7	1	0	0	0	18	5	0	1	1	21	6	1	2	0
1.124 CHANGE	7	1	1	1	1	18	0	8	4	1	44	3	12	12	4
1.125	8	1	2	0	0	25	2	7	2	2	36	5	2	5	1
1.126	13	1	2	0	0	26	1	5	3	1	38	4	3	5	0
1.127	7	0	2	0	1	20	0	5	2	2	33	3	2	3	0
1.128	7	0	1	0	0	15	1	1	1	0	14	3	1	1	0
1.129	4	0	0	1	0	11	1	2	1	0	10	2	2	3	0
1.130	4	0	1	1	0	6	0	1	1	0	4	1	0	0	0
1.131	6	0	1	0	0	12	2	2	2	0	13	3	1	1	0
1.132	5	1	0	0	0	8	1	2	2	0	2	1	0	0	0
1.133	2	0	0	0	0	7	0	2	1	0	4	1	0	0	0
1.134 PREP WRK	10	1	1	0	1	24	2	4	5	2	47	10	10	5	10
1.135	8	1	0	1	1	17	1	3	3	1	32	9	6	0	1
1.136	7	0	0	0	1	26	2	3	3	3	36	7	3	1	3
1.137	6	0	0	0	1	16	1	3	2	2	23	5	0	1	1
1.138	7	1	0	0	0	23	2	2	3	2	21	6	1	4	1
1.139	5	2	0	0	0	23	4	3	1	3	24	4	4	2	1
1.140	7	1	0	0	0	7	1	1	1	1	11	4	2	1	0
1.141 JOB SEL	6	0	1	1	0	21	3	2	1	5	43	3	5	9	16
1.142	3	0	0	1	0	16	1	2	2	2	25	3	1	3	4
1.143	5	1	0	1	0	22	2	3	2	4	29	4	3	1	2

ABILITY TO MAKE JOB SELECTIONS

1.144 Develop a knowledge or specific information about a particular vocation.
1.145 Appreciate the importance of work to self-fulfillment and happiness.
1.146 Have the abilities, attitudes, and skills necessary for realizing a productive and useful career.
1.147 Know enough about oneself to make an appropriate career choice.
1.148 Understand career ladders and how one can continually upgrade skills and abilities to obtain more satisfying work.
1.149 Appreciate the satisfactions of superior performance.
1.150 Be able to relate changes in society to changing career opportunities.
1.151 Integrate work and family responsibilities in a satisfactory fashion.

MANAGEMENT OF RESOURCES

1.152 Learn how to be a good manager of money , property, and resources.
1.153 Develop an understanding of economic principles and responsibilities.
1.154 Develop ability and understanding in personal buying, saving, and investment.
1.155 Develop skills in management of natural and human resources and man's environment.
1.156 Be a careful consumer who utilizes resources efficiently while minimizing environmental damage.
1.157 Work to eliminate air, water, noise, and land pollution.
1.158 Work to protect and preserve the ecological balance of nature.
1.159 Develop a sense of responsibility for personal and public property.
1.160 Work to protect natural resources.
1.161 Not waste one's own and others' time.
1.162 Understand the effects of technology and population growth on the environment.
1.163 Use material assets to satisfy basic needs and pursue personal and family goals.
1.164 Understand the value of human resources.

DESIRE FOR LEARNING

1.165 Develop a desire for learning now and in the future.
1.166 Develop intellectual curiosity and eagerness for lifelong learning.
1.167 Develop a positive attitude toward learning.
1.168 Develop a positive attitude toward continuing independent education.
1.169 Recognize learning as a continuous process for self-development.
1.170 Experience satisfaction in gaining new information and skills.
1.171 Assume personal responsibility for independent learning.
1.172 Recognize that personal growth and knowledge can contribute to the learning of others.
1.173 Apply accumulated knowledge, skills, and experience to every day living.
1.174 Seek new learning experiences.
1.175 Desire to achieve at one's level of age and ability.
1.176 Be inquisitive about natural phenomena and puzzling events.
1.177 Develop a program for realizing personal and family goals.
1.178 Learn how to evaluate one's progress.
1.179 Learn how to identify one's needs.

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1.144	6	0	1	1	0	13	2	0	2	3	24	1	3	1	2
1.145	5	0	0	0	0	10	3	0	1	1	5	2	0	0	1
1.146	6	1	0	1	0	17	2	1	2	3	11	1	0	2	1
1.147	6	1	0	0	0	11	3	1	1	1	7	2	0	2	0
1.148	3	1	0	0	0	8	1	0	1	2	3	1	0	0	0
1.149	3	0	0	0	0	7	1	0	1	1	2	1	0	0	0
1.150	3	1	0	0	0	11	2	0	1	2	5	1	0	1	0
1.151	2	0	0	0	0	6	1	0	1	1	1	1	0	0	0
1.152 MGT RES	8	0	1	1	0	20	0	1	6	5	54	2	14	11	7
1.153	8	1	0	1	0	22	0	3	6	2	32	3	3	2	0
1.154	6	0	1	1	0	15	0	0	6	2	33	2	4	1	1
1.155	8	0	0	1	0	29	2	2	8	5	39	3	2	1	1
1.156	7	0	0	0	0	14	0	1	3	1	15	2	1	0	0
1.157	5	0	0	0	0	7	0	0	2	0	6	1	0	0	0
1.158	8	0	1	1	0	15	0	1	4	3	12	1	0	2	0
1.159	6	0	0	0	0	6	0	2	2	0	12	2	2	0	1
1.160	5	0	0	0	0	15	0	1	4	2	14	2	2	1	1
1.161	4	0	0	0	0	6	1	0	2	1	6	2	1	0	1
1.162	4	0	0	0	0	11	1	0	2	2	6	1	0	1	0
1.163	5	0	0	0	0	3	0	0	1	0	4	1	0	0	0
1.164	3	0	0	0	0	16	0	2	4	3	13	2	3	2	0
1.165 DES LEAR	11	4	0	0	1	32	14	5	2	0	65	31	7	2	2
1.166	11	2	0	0	1	29	7	5	1	0	48	11	2	2	1
1.167	7	1	0	0	0	26	7	8	1	0	39	12	5	1	0
1.168	8	2	0	0	0	21	6	3	2	0	29	8	1	0	0
1.169	4	1	0	0	0	14	1	3	0	0	12	2	0	2	0
1.170	2	0	0	0	0	10	1	3	0	1	9	2	1	2	1
1.171	5	0	0	1	0	13	2	3	0	1	7	3	0	0	0
1.172	2	0	0	0	0	3	0	1	0	0	2	1	1	0	0
1.173	2	0	0	0	0	6	0	1	0	1	5	3	0	0	0
1.174	2	0	0	0	0	10	3	3	0	0	4	1	1	0	1
1.175	2	0	0	0	0	10	2	2	0	0	9	2	0	0	0
1.176	3	0	0	1	0	9	1	2	0	0	3	2	1	0	0
1.177	2	0	0	0	0	6	0	2	0	0	6	1	0	0	0
1.178	2	0	0	0	0	15	3	2	0	2	7	1	0	0	0
1.179	3	0	0	0	0	10	2	2	0	1	3	1	0	0	0

LEISURE TIME

1.180 Learn how to use leisure time.
1.181 Develop ability to use leisure time productively.
1.182 Develop a positive attitude toward participation in a range of leisure time activities—physical, intellectual, and creative.
1.183 Develop appreciation and interests which will lead to wise and enjoyable use of leisure time.
1.184 Recognize that happiness is pursued and realized in many ways.
1.185 Understand the necessity for an appropriate balance between work and leisure.
1.186 Understand the contribution of leisure and relaxation to effective work.
1.187 Learn games and skills which will enable one to join the leisure time activities of others.

AESTHETICS – FINE ARTS

1.188 Appreciate culture and beauty in the world.
1.189 Develop abilities for effective expression of ideas and cultural appreciation (fine arts).
1.190 Cultivate appreciation for beauty in various forms.
1.191 Develop creative self-expression through various media (art, music, writing, etc.).
1.192 Develop special talents in music, art, literature and foreign languages.
1.193 Appreciate the contribution of our cultural and artistic heritage to our way of life.
1.194 Learn to enjoy the work and performances of especially talented artists.
1.195 Learn to appreciate the beauties of nature.
1.196 Learn to appreciate architectural beauty.
1.197 Develop a knowledge of various folk arts and folk music.

SELF–ESTEEM AND SELF–DEVELOPMENT

1.198 Develop pride in work and a feeling of self-worth.
1.199 Develop a feeling of student pride in his achievements and progress.
1.200 Develop self-understanding and self-awareness.
1.201 Develop the student's feeling of positive self-worth, security, and self-assurance.
1.202 Achieve self-realization by maximizing the fulfillment of one's potential.
1.203 Become a whole person by the integration of one's feelings, thoughts, and actions.
1.204 Understand human reactions in a variety of emotional situations such as love, sorrow, stress, depression, psychosexual relation, anger, anxiety.
1.205 Be willing to try new experiences and take reasonable risks.
1.206 Be aware of changes in self brought about by maturation and education.
1.207 Be in possession of self-control.
1.208 Develop the self-confidence to take the initiative to change one's conditions of existence.
1.209 Understand and appreciate one's experience as a member of the community in which one lives.
1.210 Understand and take pride in one's own cultural and ethnic background.
1.211 Develop the ability to understand oneself in relation to the environment, and the extent of one's control over one's future.

HEALTH AND SAFETY

1.212 Practice and understand the ideas of health and safety.
1.213 Establish an effective individual physical fitness program.
1.214 Develop an understanding of good physical health and well being.
1.215 Establish sound personal health habits and information.

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1.180 LEISURE	8	0	1	0	1	19	0	3	3	7	46	2	4	11	15
1.181	8	0	2	1	1	22	1	3	3	7	29	2	0	2	6
1.182	7	0	1	0	1	28	0	4	5	6	32	3	0	1	7
1.183	8	0	1	0	1	23	2	4	2	6	31	2	0	2	5
1.184	3	0	0	0	0	10	0	2	1	0	3	1	0	0	0
1.185	3	0	0	0	0	10	1	2	1	1	4	1	0	0	0
1.186	6	0	0	0	0	7	0	3	1	0	2	1	0	0	0
1.187	6	0	0	1	0	17	1	3	2	2	9	2	0	2	1
1.188 AES/ARTS	10	0	1	1	1	35	3	5	9	4	51	3	10	11	7
1.189	11	0	2	1	0	29	2	4	6	3	37	2	1	7	3
1.190	10	0	2	1	2	23	2	2	6	4	26	1	0	2	2
1.191	13	0	1	1	1	34	4	6	5	3	47	2	3	5	4
1.192	9	1	0	2	0	20	3	1	4	3	32	2	0	3	4
1.193	8	0	0	0	1	17	2	4	0	4	17	1	2	3	2
1.194	5	0	0	1	0	19	3	1	3	3	9	2	0	1	0
1.195	3	0	0	0	0	14	2	1	2	3	5	2	0	0	0
1.196	3	0	0	0	0	9	1	1	1	2	3	1	0	0	0
1.197	7	0	0	0	1	9	1	1	2	1	7	2	0	1	0
1.198 SELF-EST	13	5	0	0	0	37	16	6	1	0	67	33	6	2	2
1.199	9	4	0	0	0	19	8	2	0	0	38	9	5	1	1
1.200	10	4	1	0	0	26	9	3	0	0	43	9	5	1	1
1.201	11	4	2	1	0	41	15	4	0	1	57	11	6	3	1
1.202	8	1	1	0	0	22	4	3	2	0	19	5	1	3	0
1.203	5	0	0	0	0	11	4	2	0	0	2	0	1	0	0
1.204	4	0	0	0	0	8	2	3	0	0	5	1	0	0	1
1.205	5	1	0	0	0	9	3	2	0	0	4	0	1	0	0
1.206	5	1	0	0	0	11	2	2	0	0	4	0	1	0	0
1.207	5	1	0	0	0	11	4	3	0	0	4	0	0	0	1
1.208	6	1	0	0	0	8	2	2	0	0	6	1	0	0	0
1.209	4	1	0	0	0	11	3	3	0	0	9	2	1	1	0
1.210	7	0	1	0	0	13	4	3	1	0	9	2	1	1	0
1.211	7	2	1	0	0	15	2	4	0	0	14	2	0	2	1
1.212 HEAL/SAF	12	1	4	0	0	34	4	10	7	1	67	3	17	17	4
1.213	11	0	2	2	0	31	4	6	5	1	50	3	8	5	3
1.214	14	2	3	1	0	38	2	8	7	2	52	5	6	5	2
1.215	10	0	3	0	0	26	3	6	4	1	41	2	3	5	4

HEALTH AND SAFETY

1.216 Develop a concern for public health and safety.
1.217 Value good health and well-being.
1.218 Be able to recognize symptoms of poor physical or mental health.
1.219 Have good nutritional and cleansing habits.
1.220 Exercise regularly and get adequate rest.
1.221 Take reasonable precautions for the safety of oneself.
1.222 Know the physical and social consequences of smoking and alcoholism.
1.223 Know the physical and social consequences of drug abuse.
1.224 Be knowledgeable about the causes and prevention of disease.

2. INSTITUTIONAL GOALS

COMMUNICATION

2.1 Report student progress on a regular basis to parents and students.
2.2 Assure adequate articulation and communication among age and grade levels, schools, districts, and other educational institutions.
2.3 Establish effective communication between parents, teachers, students, and community.

DECISION-MAKING

2.4 Provide each school with sufficient autonomy to establish programs suitable to their school-community.
2.5 Establish advisory councils at each school.
2.6 Involvement of representatives of all segments of the school-community in decision making.
2.7 Provide for administrative decentralization.
2.8 Improve Board-Superintendent relations.
2.9 Utilize a valid information base in making decisions.

EDUCATIONAL PROGRAMS

2.10 Provide programs and services to meet health, counseling, psychological, welfare and attendance, and special educational needs of pupils.
2.11 Provide opportunities for students to participate in community activities, including community service and work experience.
2.12 Provide a variety of extra-curricular activities.
2.13 Provide all students with equal educational opportunities.
2.14 Establish a program of early childhood education.
2.15 Develop educational programs to reduce dropouts.
2.16 Provide a program of bi-lingual education for non-English speaking pupils.
2.17 Develop educational programs to increase attendance.
2.18 Provide programs and services for special education.
2.19 Provide programs and services for general education.
2.20 Provide programs and services for pupil personnel services.
2.21 Provide programs and services for vocational education.
2.22 Provide ethnic studies programs.

PROGRAM EVALUATION

2.23 Provide for accountability through a system of research, program planning and development, evaluation and modification, and reporting to the community.
2.24 Provide feedback for public examination and redirection of the educational programs.

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1.216	3	0	0	0	0	17	1	4	4	1	34	1	1	3	1
1.217	6	1	1	0	0	15	1	3	2	2	12	0	0	0	2
1.218	5	0	0	0	0	17	2	2	1	1	11	0	1	1	1
1.219	7	0	1	0	0	12	1	3	1	1	13	1	3	0	2
1.220	4	0	0	1	0	12	2	2	2	1	5	1	0	0	1
1.221	3	0	0	0	0	11	1	2	2	1	2	0	1	0	1
1.222	7	0	0	1	0	13	1	3	1	1	10	1	2	1	2
1.223	9	0	1	1	0	19	1	6	1	1	21	2	5	1	4
1.224	6	1	0	0	0	14	2	3	1	1	10	0	2	0	2
TOTAL INSTRUC	1507	170	123	85	37	3916	854	601	382	222	4749	912	524	395	233
INSTITUTIONAL															
2. 1 COMMUN	7	0	0	2	1	7	1	1	0	0	12	3	0	1	3
2. 2	5	0	0	2	1	8	2	1	0	0	19	4	2	3	3
2. 3	8	2	0	1	1	18	4	3	0	0	36	12	7	3	1
2. 4 DEC-MAK	5	0	0	2	0	7	1	2	0	0	8	1	0	1	0
2. 5	3	0	0	0	1	3	0	1	0	0	8	1	2	2	1
2. 6	6	0	0	1	0	12	1	2	0	0	18	2	0	9	0
2. 7	2	0	0	0	0	3	0	1	0	0	0	0	0	0	0
2. 8	1	0	0	0	0	2	0	1	0	0	1	0	1	0	0
2. 9	4	0	0	1	0	5	0	1	0	0	5	2	1	0	1
2. 10 ED PROG	7	1	2	0	0	17	3	2	1	0	32	7	2	6	1
2. 11	3	0	1	0	0	8	0	2	0	0	6	1	1	0	0
2. 12	3	0	0	0	0	9	1	1	2	0	11	2	1	1	2
2. 13	3	0	0	0	0	14	2	1	1	1	21	2	4	3	1
2. 14	3	0	1	0	0	3	0	1	0	0	6	0	1	2	1
2. 15	2	0	0	0	0	2	0	1	0	0	1	0	0	0	0
2. 16	5	0	1	0	0	7	0	2	1	0	10	3	1	1	0
2. 17	2	0	0	0	0	3	1	1	0	0	3	0	0	0	1
2. 18	5	1	0	0	0	8	2	2	0	0	10	1	4	1	2
2. 19	3	0	1	0	0	5	2	0	0	0	10	2	1	1	1
2. 20	3	0	0	0	0	5	1	1	0	0	13	7	1	3	1
2. 21	5	1	1	0	0	15	2	2	0	0	16	8	1	0	1
2. 22	3	0	0	0	0	4	0	1	0	0	6	0	1	1	1
2. 23 PR EVAL	5	0	0	0	0	6	0	0	0	0	15	3	2	2	0
2. 24	5	0	0	0	0	6	0	0	0	0	6	1	1	2	0

PROGRAM EVALUATION	2.25	Should help individual students, teachers, parents, and other school community members learn about themselves and their relationship to others.
UTILIZATION OF RESOURCES	2.26	Utilize local, state, and federal resources to provide personnel, programs, materials, and facilities to assist all students in meeting the educational objectives adopted by themselves, the district, and their own school.
	2.27	Provide leadership and resources to develop programs, utilizing the services of community citizens and agencies.
	2.28	Improve transportation service for pupils.
	2.29	Utilize services of community volunteer organizations.
	2.30	Improve food services for pupils.
	2.31	Provide resources and opportunities appropriate to meet the special needs of disadvantaged youth.
	2.32	Provide free lunches for needy pupils.
PERSONNEL	2.33	Provide for a systematic process of personnel selection and evaluation.
	2.34	Provide adequate resources and adopt policies for the improvement and upgrading of all staff.
	2.35	Adopt employment policies which include an affirmative action plan for assuring reasonable ethnic balance among district staff.
	2.36	Get rid of ineffective teachers.
	2.37	Get rid of ineffective administrators.
SCHOOL ORGANIZATION PROCEDURES AND ENVIR.	2.38	Allow and encourage the establishment of alternative learning opportunities.
	2.39	Provide open classrooms.
	2.40	Provide non-graded instruction.
	2.41	Provide integrated education.
	2.42	Maintain discipline.
	2.43	Provide traditional programs.
	2.44	Provide equal educational opportunities.
	2.45	Provide pupils options among educational courses, activities, and experiences.
	2.46	Prevent violence.
	2.47	Establish year-around schools.
	2.48	Utilize team teaching.
	2.49	Establish a flexible system of class scheduling.
	2.50	Establish individualized instruction to meet each student needs.
	2.51	Provide an educational environment that allows each student the opportunity to maximize his/her potential.
FACILITIES & GROUNDS	2.52	Provide facilities for general and special educational needs.
	2.53	Provide adequate facilities for recreation, physical exercise, and competitive athletics.
	2.54	Provide facilities to enhance learning activities, such as libraries, media centers, open space, etc.
	2.55	Provide adequate and safe playgrounds and equipment to meet the needs of the school-community.

CALIFORNIA SCHOOL DISTRICTS
GOALS, SUBGOALS AND PRIORITIES
217 DISTRICTS MEETING CRITERIA
FALL 1974

GOALS CATALOG CODE/LOCATOR	URBAN DISTRICTS 19 DISTRICTS(9 PCT) GOALS	PG1	PG2	PG3	PG4	SUBURBAN DISTRICTS 65 DISTRICTS(30 PCT) GOALS	PG1	PG2	PG3	PG4	RURAL DISTRICTS 133 DISTRICTS(61 PCT) GOALS	PG1	PG2	PG3	PG4
2. 25	5	0	0	0	0	7	2	0	0	0	10	2	2	3	0
2. 26 UTIL RES	6	1	0	0	1	9	1	1	0	0	19	3	1	6	2
2. 27	4	0	0	0	0	7	1	0	0	1	15	4	2	3	2
2. 28	2	0	0	0	0	3	0	0	1	0	3	2	1	0	0
2. 29	3	0	0	0	0	4	0	0	0	1	11	0	1	5	2
2. 30	5	0	0	0	1	0	0	0	0	0	5	2	2	1	0
2. 31	5	0	0	0	1	3	0	0	0	0	5	1	1	2	0
2. 32	5	0	0	0	1	1	0	0	1	0	0	0	0	0	0
2. 33 PERSONNE	5	0	0	1	1	7	0	1	1	0	26	12	2	2	3
2. 34	4	0	0	1	0	11	1	1	1	0	21	8	2	4	2
2. 35	2	0	0	0	1	5	0	1	1	0	0	0	0	0	0
2. 36	4	0	0	1	1	2	0	2	0	0	5	2	1	1	1
2. 37	3	0	0	1	1	1	0	1	0	0	2	1	0	1	0
2. 38 ORG/ENV	4	0	1	0	0	6	0	1	1	0	13	4	2	1	0
2. 39	4	0	1	0	0	2	0	0	1	0	0	0	0	0	0
2. 40	6	0	1	0	1	1	0	0	0	0	5	1	0	1	1
2. 41	2	0	1	0	0	2	0	0	0	0	2	1	0	0	0
2. 42	3	0	0	1	0	6	0	1	2	0	24	9	6	0	3
2. 43	2	0	0	0	0	0	0	0	0	0	3	2	0	1	0
2. 44	2	0	0	0	0	5	1	0	0	0	8	1	2	2	0
2. 45	5	1	0	0	0	12	1	1	2	0	17	6	3	0	3
2. 46	1	0	0	0	0	2	0	0	1	0	2	2	0	0	0
2. 47	2	0	1	0	0	1	0	0	1	0	0	0	0	0	0
2. 48	3	0	0	0	0	4	0	0	2	0	1	0	0	0	0
2. 49	3	0	0	0	0	1	1	0	0	0	6	1	1	1	2
2. 50	6	0	2	0	0	14	0	0	3	0	28	8	3	3	2
2. 51	6	0	1	1	0	26	6	1	3	0	40	8	4	2	2
2. 52 FACIL	5	0	0	0	1	13	4	1	1	0	17	6	2	2	1
2. 53	3	1	0	0	0	6	2	1	0	0	8	4	1	2	0
2. 54	3	0	0	0	1	11	1	0	0	1	20	7	3	2	3
2. 55	3	0	0	0	0	6	1	1	0	1	9	3	2	2	1
TOTAL INSTIT	214	8	15	15	15	355	45	44	27	5	598	162	78	89	51
UNDEFINED	29	1	0	0	0	79	5	4	4	4	102	7	5	7	8
GRAND TOTAL	1750	179	138	100	52	4350	904	649	413	231	5449	1081	607	491	292

CITIZENSHIP

1.1 Learn how to be a good citizen.
1.2 Develop an awareness of civic rights and responsibilities.
1.3 Develop attitudes for productive citizenship in a democracy.
1.4 Develop an attitude of respect for personal and public property.
1.5 Develop an understanding of the obligations and responsibilities of citizenship.
1.6 Acquire the skills, knowledge and values necessary for responsible citizenship.
1.7 Know the main structures and functions of our government and political processes.
1.8 Understand that productive citizenship involves effort to assure good government.
1.9 Comprehend the nature and purpose of governments.
1.10 Live within the law.
1.11 Strive to eliminate prejudice in our society whether based on sex, religious belief, race, nationality, ethnic identification, or age.

IDEALS OF DEMOCRACY

1.12 Understand and practice democratic ideas and ideals.
1.13 Develop loyalty to American democratic ideals.
1.14 Develop patriotism and loyalty to ideals of democracy.
1.15 Develop knowledge and appreciation of the rights and privileges in our democracy.
1.16 Develop an understanding of our American heritage.
1.17 Understand and appreciate the ideals and principles underlying the American democracy.
1.18 Develop patriotism and loyalty to America.
1.19 Understand the democratic political system.
1.20 Be able to compare the democratic political system with other political systems.
1.21 Acquire the skills necessary to adapt and adjust to living in a democratic society.

FAMILY LIVING

1.22 Understand and practice the skills of family living.
1.23 Develop understanding and appreciation of the principles of living in the family group.
1.24 Develop attitudes leading to acceptance of responsibilities as family members.
1.25 Develop an awareness of future family responsibilities and achievement of skills in preparing to accept them.
1.26 Understand the roles and responsibilities of different family members.
1.27 Learn about factors that strengthen and weaken family life.
1.28 Understand sexual expression in marriage.
1.29 Understand the aims and means of family planning.
1.30 Understand the physical, emotional, and social ramifications of extra-marital sex.
1.31 Know about human reproduction, prenatal development, and birth.
1.32 Know about the stages of human growth and development from infancy to death.
1.33 Understand and be prepared to accept future parental responsibility for children's care, education, and upbringing.

SOCIAL RELATIONSHIPS

1.34 Learn to respect and get along with people with whom we work and live.
1.35 Develop appreciation and respect for the worth and dignity of individuals.
1.36 Develop respect for individual worth and understanding of minority opinions and acceptance of majority decision.
1.37 Develop a cooperative attitude toward living and working with others.
1.38 Acquire habits and attitudes which have proven value to social relations.
1.39 Understand the interdependence of people.
1.40 Contribute to the improvement of the world.
1.41 Be able to adjust to the changing demands of society.
1.42 Be able to establish and enjoy close personal relationships.
1.43 Recognize feelings and expressions of emotion as a component of human relationships.
1.44 Take responsibility for oneself and not be overly dependent on others.
1.45 Acquire skill in group discussion and meetings.
1.46 Share one's own ideas, opinions, and feelings with others.
1.47 Give due credit to people who have helped one achieve something.
1.48 Be prepared for roles of leader and follower, and be able to accept frustration and defeat as well as success and winning.
1.49 Learn to enjoy the achievements of one's friends and associates.
1.50 Enjoy collaboration with others in joint enterprises.

INTER-CULTURAL RELATIONSHIPS

1.51 Learn how to respect and get along with people who think, dress and act differently.
1.52 Develop an appreciation for and an understanding of other people and other cultures.
1.53 Develop an understanding of political, economic, and social patterns of the rest of the world.
1.54 Develop awareness of the interdependence of races, creeds, nations and cultures.
1.55 Develop an awareness of the processes of group relationships.
1.56 Support the existence of a variety of lifestyles in America.
1.57 Seek relationships with people from other economic, ethnic, and social groups.
1.58 Seek to learn about other cultures by experiencing them.
1.59 Understand how groups with different cultures or values can interrelate effectively.
1.60 Understand how groups with cultures and values quite different from one's own contribute to one's total cultural heritage.

BASIC SKILLS

1.61 Develop skills in reading, writing, speaking and listening.
1.62 Develop ability to communicate ideas and feelings effectively.
1.63 Develop skills in oral and written English.
1.64 Have reading comprehension skills, which include retaining information, seeing implications, making inferences, and arriving at generalizations and conclusions.
1.65 Have oral reading and word attack skills, including phonetics.

CALIFORNIA SCHOOL DISTRICTS
GOALS, SUBGOALS AND PRIORITIES
88 DISTRICTS MEETING CRITERIA
TOTAL ETHNIC ENROLLMENT ABOVE 25%

GOALS CATALOG CODE/LOCATOR	GOALS	PG1	PG2	PG3	PG4
INSTRUCTIONAL					
1. 1 CITIZEN	36	9	12	2	2
1. 2	29	4	5	0	3
1. 3	22	8	5	1	1
1. 4	23	6	6	1	0
1. 5	34	5	9	0	1
1. 6	21	3	6	1	0
1. 7	11	0	3	2	1
1. 8	3	0	1	0	0
1. 9	11	0	1	0	1
1. 10	7	1	2	0	0
1. 11	11	3	0	3	0
1. 12 DEMOC ID	30	1	11	10	1
1. 13	15	0	5	4	0
1. 14	22	0	5	6	0
1. 15	26	1	8	5	0
1. 16	28	1	3	10	0
1. 17	12	1	3	1	0
1. 18	11	0	2	2	0
1. 19	7	1	1	0	1
1. 20	5	0	1	0	1
1. 21	14	1	3	1	0
1. 22 FAM LIV	29	3	4	11	7
1. 23	23	3	0	5	4
1. 24	18	2	0	4	4
1. 25	21	0	1	7	4
1. 26	7	1	2	2	0
1. 27	2	0	0	0	0
1. 28	5	0	1	0	0
1. 29	1	0	0	0	0
1. 30	4	1	1	0	0
1. 31	7	1	3	0	0
1. 32	4	0	1	2	0

GOALS CATALOG CODE/LOCATOR	GOALS	PG1	PG2	PG3	PG4
1. 33	4	1	1	0	0
1. 34 SOC REL	54	19	15	4	1
1. 35	43	12	6	2	1
1. 36	21	8	4	1	0
1. 37	36	12	7	1	0
1. 38	10	3	1	2	0
1. 39	8	0	2	1	0
1. 40	3	0	2	0	0
1. 41	10	2	1	0	0
1. 42	7	2	0	1	1
1. 43	8	1	3	0	0
1. 44	12	5	1	0	0
1. 45	7	2	0	1	0
1. 46	13	4	0	1	0
1. 47	3	0	0	0	0
1. 48	14	6	1	0	0
1. 49	2	0	1	0	0
1. 50	2	0	0	0	0
1. 51 INT-CULT	39	2	16	5	3
1. 52	49	6	8	9	1
1. 53	22	2	7	3	0
1. 54	22	1	5	3	1
1. 55	13	1	3	2	0
1. 56	6	0	0	0	1
1. 57	5	1	1	1	0
1. 58	7	0	2	1	1
1. 59	15	3	2	3	0
1. 60	23	0	3	5	1
1. 61 BASIC SK	74	39	3	0	0
1. 62	37	13	2	0	0
1. 63	36	14	5	1	0
1. 64	24	10	0	0	0
1. 65	14	7	0	0	0

BASIC SKILLS

1.66 Read for information and pleasure.
1.67 Learn study skills.
1.68 Have proficiency in written expression.
1.69 Speak fluent and clear English.
1.70 Have good listening skills.
1.71 Utilize non-verbal means of communication.
1.72 Have motor, sensory, and memory skills appropriate to one's age and growth level.
1.73 Have legible penmanship.
1.74 Be able to spell.
1.75 Recognize types and effects of mass communication.
1.76 Be able to apply the fundamental arithmetic operations with whole numbers, fractions, decimals, and percents, and understand common mathematical symbols.
1.77 Be able to apply mathematics to the solution of problems encountered in daily living.
1.78 Develop skills in the use of other languages.
1.79 Learn about computer languages.
1.80 Develop writing as a means of self-expression.

GENERAL KNOWLEDGE

1.81 Gain a general education.
1.82 Develop background and skills in the use of numbers, natural sciences, mathematics, and social sciences.
1.83 Develop a fund of information and concepts.
1.84 Develop special interests and abilities.
1.85 Have knowledge of mathematical concepts, definitions, symbols, and operations.
1.86 Understand the contribution of mathematics and science to technological and economic progress.
1.87 Understand elements of art and music.
1.88 Develop rational skills for scientific problem-solving, including divergent and convergent thinking, induction and deduction, hypothesizing, testing and observing, analysis, synthesis, and valuing.
1.89 Be able to speak convincingly and effectively.
1.90 Recognize and read various styles and forms of good literature.
1.91 Understand the contributions of sub-cultures to American society.
1.92 Understand governmental and political systems.
1.93 Understand the political, economic, and social problems throughout the world.
1.94 Understand the major records of history, anthropology, and past cultures.
1.95 Be knowledgeable about government and social services and how they are supported by taxation.
1.96 Understand the role of business and industry in the United States.
1.97 Be knowledgeable about the role of the United States in world affairs, including foreign military and economic commitments, international trade and relations, and participation in the United Nations.

CHARACTER AND PERSONAL VALUES

1.98 Develop good character and self-respect.
1.99 Develop moral responsibility and a sound ethical and moral behavior.
1.100 Develop the student's capacity to discipline himself to work, study, and play constructively.
1.101 Develop a moral and ethical sense of values, goals, and processes of free society.
1.102 Develop standards of personal character and ideals.
1.103 Possess ethical, moral, social, and spiritual values and use them to make decisions and establish personal goals.
1.104 Be knowledgeable about the major religions, philosophies, and moral and ethical teachings.
1.105 Develop personal discipline.
1.106 Understand the relation of one's personal ethical values to the processes of a free society.
1.107 Behave in accordance with one's standards.
1.108 Appreciate society's moral and ethical values.
1.109 Learn to accept responsibility for one's own behavior.

DECISION-MAKING AND PROBLEM SOLVING

1.110 Learn how to examine and use information.
1.111 Develop ability to examine constructively and creatively.
1.112 Develop ability to use scientific methods.
1.113 Develop reasoning abilities.
1.114 Develop skills to think and proceed logically.
1.115 Be knowledgeable about and use the principles of making decisions and solving problems.
1.116 Understand the role of value judgments in decision-making.
1.117 Understand the role of uncertainty in decision-making.
1.118 Be able to distinguish fact from opinion.
1.119 Be able to invent new approaches to difficult problems.
1.120 Learn to concentrate.
1.121 Know how to use common sources of information.
1.122 Know how to test decisions by the criteria of common sense and reasonable expectation.
1.123 Apply accumulated knowledge, skills, and experience to present day living and planning for the future.

PREPARATION FOR CHANGES

1.124 Learn about and try to understand the changes that take place in the world.
1.125 Develop ability to adjust to the changing demands of society.
1.126 Develop an awareness and the ability to adjust to a changing world and its problems.
1.127 Develop understanding of the past, identify with the present, and the ability to meet the future.
1.128 Understand that the world is continually changing and be able to adapt to such changes.
1.129 Be able to solve personal problems occasioned by change.
1.130 Understand how world problems require social change and personal adjustment for their solution.
1.131 Be open to change and ready to adjust to change.

CALIFORNIA SCHOOL DISTRICTS
GOALS, SUBGOALS AND PRIORITIES
88 DISTRICTS MEETING CRITERIA
TOTAL ETHNIC ENROLLMENT ABOVE 25%

GOALS CATALOG CODE/LOCATOR	GOALS	PG1	PG2	PG3	PG4	GOALS CATALOG CODE/LOCATOR	GOALS	PG1	PG2	PG3	PG4
1. 66	9	5	0	0	0	1. 99	28	8	2	1	0
1. 67	17	5	4	0	1	1.100	23	9	2	2	0
1. 68	15	4	2	0	0	1.101	25	10	3	0	0
1. 69	12	4	0	0	0	1.102	15	7	0	0	0
1. 70	14	7	1	0	0	1.103	13	0	1	1	0
1. 71	3	0	0	0	0	1.104	6	1	0	0	0
1. 72	8	3	1	0	1	1.105	17	6	1	2	0
1. 73	9	1	2	1	0	1.106	7	3	0	0	0
1. 74	13	6	2	0	0	1.107	10	3	1	1	0
1. 75	2	0	1	0	0	1.108	5	0	0	1	0
1. 76	47	19	4	0	0	1.109	16	4	1	1	0
1. 77	24	10	4	0	0	1.110 PROB SOL	35	18	6	2	0
1. 78	15	4	3	2	1	1.111	28	8	3	2	0
1. 79	1	0	0	1	0	1.112	19	6	4	2	0
1. 80	10	4	1	1	0	1.113	30	9	4	1	0
1. 81 GEN KNOW	37	21	2	1	0	1.114	29	9	3	1	1
1. 82	35	12	1	3	0	1.115	25	5	3	1	1
1. 83	15	6	0	1	0	1.116	5	2	1	0	0
1. 84	19	10	0	0	0	1.117	2	1	0	0	0
1. 85	19	8	3	0	0	1.118	6	1	0	0	0
1. 86	10	2	2	3	0	1.119	13	3	1	1	1
1. 87	11	1	1	1	1	1.120	5	0	0	0	0
1. 88	26	7	2	1	0	1.121	9	1	3	0	0
1. 89	8	2	1	0	0	1.122	7	1	0	1	0
1. 90	7	3	0	0	0	1.123	14	3	0	1	0
1. 91	9	0	2	1	0	1.124 CHANGE	27	1	10	6	3
1. 92	13	3	4	0	0	1.125	25	3	6	3	2
1. 93	9	0	3	0	0	1.126	27	2	6	2	1
1. 94	12	1	4	2	1	1.127	21	1	7	1	1
1. 95	3	0	0	1	0	1.128	14	2	2	1	0
1. 96	5	0	0	0	0	1.129	9	0	1	2	0
1. 97	7	1	2	2	0	1.130	4	0	0	1	0
1. 98 CHAR/VAL	40	21	4	2	1	1.131	12	3	2	2	0

PREP. FOR CHANGES

1.132 Understand the principles of conflict resolution, weighing of evidence, negotiation, and reasonable compromise.
1.133 Be aware of the influence of others as one establishes values and makes decisions.

PREP. FOR ENTERING THE WORLD OF WORK

1.134 Develop skills to enter a specific field of work.
1.135 Develop abilities and skills needed for immediate employment.
1.136 Develop an awareness of opportunities and requirements related to a specific field of work.
1.137 Develop an appreciation of good workmanship.
1.138 Understand the value of work to society, to one's personal development, and to preparation for a career.
1.139 Have general knowledge and specific information about vocations of interest to oneself.
1.140 Know how to get and hold a job.

ABILITY TO MAKE JOB SELECTIONS

1.141 Gain information needed to make job selections.
1.142 Promote self-understanding and self-direction in relation to student's occupational interests.
1.143 Develop the ability to use information and counseling services related to the selection of a job.
1.144 Develop a knowledge of specific information about a particular vocation.
1.145 Appreciate the importance of work to self-fulfillment and happiness.
1.146 Have the abilities, attitudes, and skills necessary for realizing a productive and useful career.
1.147 Know enough about oneself to make an appropriate career choice.
1.148 Understand career ladders and how one can continually upgrade skills and abilities to obtain more satisfying work.
1.149 Appreciate the satisfactions of superior performance.
1.150 Be able to relate changes in society to changing career opportunities.
1.151 Integrate work and family responsibilities in a satisfactory fashion.

MANAGEMENT OF RESOURCES

1.152 Learn how to be a good manager of money, property, and resources.
1.153 Develop an understanding of economic principles and responsibilities.
1.154 Develop ability and understanding in personal buying, selling, and investment.
1.155 Develop skills in management of natural and human resources and man's environment.
1.156 Be a careful consumer who utilizes resources efficiently while minimizing environmental damage.
1.157 Work to eliminate air, water, noise, and land pollution.
1.158 Work to protect and preserve the ecological balance of nature.
1.159 Develop a sense of responsibility for personal and public property.
1.160 Work to protect natural resources.
1.161 Not waste one's own and others' time.
1.162 Understand the effects of technology and population growth on the environment.
1.163 Use material assets to satisfy basic needs and pursue personal and family goals.
1.164 Understand the value of human resources.

DESIRE FOR LEARNING

1.165 Develop a desire for learning now and in the future.
1.166 Develop intellectual curiosity and eagerness for lifelong learning.
1.167 Develop a positive attitude toward learning.
1.168 Develop a positive attitude toward continuing independent education.
1.169 Recognize learning as a continuous process for self-development.
1.170 Experience satisfaction in gaining new information and skills.
1.171 Assume personal responsibility for independent learning.
1.172 Recognize that personal growth and knowledge can contribute to the learning of others.
1.173 Apply accumulated knowledge, skills, and experience to every day living.
1.174 Seek new learning experiences.
1.175 Desire to achieve at one's level of age and ability.
1.176 Be inquisitive about natural phenomena and puzzling events.
1.177 Develop a program for realizing personal and family goals.
1.178 Learn how to evaluate one's progress.
1.179 Learn how to identify one's needs.

LEISURE TIME

1.180 Learn how to use leisure time.
1.181 Develop ability to use leisure time productively.
1.182 Develop a positive attitude toward participation in a range of leisure time activities—physical, intellectual, and creative.
1.183 Develop appreciation and interests which will lead to wise and enjoyable use of leisure time.
1.184 Recognize that happiness is pursued and realized in many ways.
1.185 Understand the necessity for an appropriate balance between work and leisure.
1.186 Understand the contribution of leisure and relaxation to effective work.
1.187 Learn games and skills which will enable one to join the leisure time activities of others.

AESTHETICS – FINE ARTS

1.188 Appreciate culture and beauty in the world.
1.189 Develop abilities for effective expression of ideas and cultural appreciation (fine arts).
1.190 Cultivate appreciation for beauty in various forms.
1.191 Develop creative self-expression through various media (art, music, writing, etc.).
1.192 Develop special talents in music, art, literature and foreign languages.
1.193 Appreciate the contribution of our cultural and artistic heritage to our way of life.
1.194 Learn to enjoy the work and performances of especially talented artists.
1.195 Learn to appreciate the beauties of nature.
1.196 Learn to appreciate architectural beauty.
1.197 Develop a knowledge of various folk arts and folk music.

SELF-ESTEEM

1.198 Develop pride in work and a feeling of self-worth.
1.199 Develop a feeling of student pride in F-S achievements and progress.

CALIFORNIA SCHOOL DISTRICTS
GOALS, SUBGOALS AND PRIORITIES
88 DISTRICTS MEETING CRITERIA
TOTAL ETHNIC ENROLLMENT ABOVE 25%

GOALS CATALOG CODE/LOCATOR	GOALS	PG1	PG2	PG3	PG4
1.132	3	1	0	0	0
1.133	4	0	1	0	0
1.134 PREP WRK	27	3	7	6	5
1.135	21	3	5	4	2
1.136	23	2	4	3	3
1.137	12	2	2	2	1
1.138	10	0	2	2	0
1.139	17	0	6	0	1
1.140	6	0	3	0	0
1.141 JOB SEL	28	1	5	6	8
1.142	17	0	2	5	3
1.143	20	2	5	3	2
1.144	14	0	3	4	3
1.145	6	0	0	0	1
1.146	14	0	1	3	1
1.147	10	1	1	1	0
1.148	2	0	0	0	0
1.149	3	0	0	0	0
1.150	5	0	0	2	1
1.151	1	0	0	0	0
1.152 MGT RES	29	0	6	9	8
1.153	20	0	1	6	1
1.154	20	0	3	6	1
1.155	27	1	0	6	3
1.156	12	0	0	1	1
1.157	4	0	0	0	0
1.158	8	0	0	2	1
1.159	9	0	3	0	1
1.160	13	0	0	3	1
1.161	3	1	0	0	1
1.162	9	1	0	2	1
1.163	3	0	0	0	0
1.164	9	0	1	2	1
1.165 DES LEAR	40	20	3	2	2
1.166	27	7	2	1	1
1.167	23	7	3	1	0
1.168	17	7	2	0	0
1.169	10	1	1	0	0
1.170	5	0	1	2	0
1.171	10	2	2	1	1
1.172	1	0	0	0	0
1.173	1	0	0	0	0
1.174	3	1	1	0	0
1.175	3	0	0	0	0
1.176	3	0	0	1	0
1.177	6	0	0	0	0
1.178	9	2	0	0	0
1.179	4	0	0	0	0
1.180 LEISURE	27	0	2	7	11
1.181	21	1	0	4	8
1.182	24	0	1	4	10
1.183	20	1	1	2	8
1.184	3	0	0	0	0
1.185	4	0	0	0	1
1.186	2	0	0	0	0
1.187	9	1	0	2	2
1.188 AES/ARTS	41	0	9	9	8
1.189	33	1	3	9	4
1.190	21	0	2	6	4
1.191	32	0	3	5	5
1.192	23	1	0	7	5
1.193	16	0	3	1	4
1.194	8	0	0	2	1
1.195	4	0	0	0	1
1.196	3	0	0	1	0
1.197	6	1	0	1	1
1.198 SELF-EST	46	27	2	0	2
1.199	22	11	0	0	1

SELF-ESTEEM AND SELF-DEVELOPMENT	
1.200	Develop self-understanding and self awareness.
1.201	Develop the student's feeling of positive self worth, security, and self-assurance.
1.202	Achieve self-realization by maximizing the fulfillment of one's potential.
1.203	Become a whole person by the integration of one's feelings, thoughts, and actions.
1.204	Understand human reactions in a variety of emotional situations such as love, sorrow, stress, depression, joy, sexual relation, anger, anxiety.
1.205	Be willing to try new experiences and take reasonable risks.
1.206	Be aware of changes in self brought about by maturation and education.
1.207	Be in possession of self control.
1.208	Develop the self-confidence to take the initiative to change one's conditions of existence.
1.209	Understand and appreciate one's experience as a member of the community in which one lives.
1.210	Understand and take pride in one's own cultural and ethnic background.
1.211	Develop the ability to understand oneself in relation to the environment, and the extent of one's control over one's future.

HEALTH AND SAFETY	
1.212	Practice and understand the ideas of health and safety.
1.213	Establish an effective individual physical fitness program.
1.214	Develop an understanding of good physical health and well being.
1.215	Establish sound personal health habits and information.
1.216	Develop a concern for public health and safety.
1.217	Value good health and well-being.
1.218	Be able to recognize symptoms of poor physical or mental health.
1.219	Have good nutritional and cleansing habits.
1.220	Exercise regularly and get adequate rest.
1.221	Take reasonable precautions for the safety of oneself.
1.222	Know the physical and social consequences of smoking and alcoholism.
1.223	Know the physical and social consequences of drug abuse.
1.224	Be knowledgeable about the causes and prevention of disease.

COMMUNICATION	
2.1	Report student progress on a regular basis to parents and students.
2.2	Assure adequate articulation and communication among age and grade levels, schools, districts, and other educational institutions.
2.3	Establish effective communication between parents, teachers, students, and community.

DECISION-MAKING	
2.4	Provide each school with sufficient autonomy to establish programs suitable to their school-community.
2.5	Establish advisory councils at each school.
2.6	Involvement of representatives of all segments of the school-community in decision making.
2.7	Provide for administrative decentralization.
2.8	Improve Board-Superintendent relations.
2.9	Utilize a valid information base in making decisions.

SCHOOL ORGAN	
2.10	Provide programs and services to meet health, counseling, psychological, welfare and attendance, and special educational needs of pupils.
2.11	Provide opportunities for students to participate in community activities, including community service and work experience.
2.12	Provide a variety of extra-curricular activities.
2.13	Provide all students with equal educational opportunities.
2.14	Establish a program of early childhood education.
2.15	Develop educational programs to reduce dropouts.
2.16	Provide a program of bi-lingual education for non-English speaking pupils.
2.17	Develop educational programs to increase attendance.
2.18	Provide programs and services for special education.
2.19	Provide programs and services for general education.
2.20	Provide programs and services for pupil personnel services.
2.21	Provide programs and services for vocational education.
2.22	Provide ethnic studies programs.

PROGRAM EVALUATION	
2.23	Provide for accountability through a system of research, program planning and development, evaluation and modification, and reporting to the community.
2.24	Provide feedback for public examination and redirection of the educational programs.
2.25	Should help individual students, teachers, parents, and other school community members learn about themselves and their relationship to others.

UTILIZATION OF RESOURCES	
2.26	Utilize local, state, and federal resources to provide personnel, programs, materials, and facilities to assist all students in meeting the educational objectives adopted by themselves, the district, and their own school.
2.27	Provide leadership and resources to develop programs, utilizing the services of community citizens and agencies.
2.28	Improve transportation service for pupils.
2.29	Utilize services of community volunteer organizations.
2.30	Improve food services for pupils.
2.31	Provide resources and opportunities appropriate to meet the special needs of disadvantaged youth.
2.32	Provide free lunches for needy pupils.

PERSONNEL	
2.33	Provide for a systematic process of personnel selection and evaluation.
2.34	Provide adequate resources and adopt policies for the improvement and upgrading of all staff.
2.35	Adopt employment policies which include an affirmative action plan for assuring reasonable ethnic balance among district staff.
2.36	Get rid of ineffective teachers.
2.37	Get rid of ineffective administrators.

EDUCATIONAL PROGRAMS	
2.38	Allow and encourage the establishment of alternative learning opportunities.
2.39	Provide open classrooms.
2.40	Provide non-graded instruction.

CALIFORNIA SCHOOL DISTRICTS
GOALS, SUBGOALS AND PRIORITIES
88 DISTRICTS MEETING CRITERIA
TOTAL ETHNIC ENROLLMENT ABOVE 25%

GOALS CATALOG CODE/LOCATOR	GOALS	PG1	PG2	PG3	PG4
1.200	32	12	2	0	1
1.201	40	15	3	1	1
1.202	22	4	1	2	0
1.203	7	2	0	0	0
1.204	5	1	0	0	1
1.205	6	2	0	0	0
1.206	5	1	0	0	0
1.207	8	3	0	0	0
1.208	8	1	0	0	0
1.209	8	2	1	0	0
1.210	14	4	1	1	0
1.211	10	1	1	0	0
1.212 HEAL/SAF	42	2	15	12	0
1.213	31	3	9	5	1
1.214	41	5	6	7	0
1.215	26	1	9	4	0
1.216	17	0	2	4	0
1.217	7	1	0	1	1
1.218	11	1	0	0	0
1.219	9	0	3	0	0
1.220	6	1	0	2	0
1.221	4	0	1	1	0
1.222	7	0	2	2	0
1.223	11	0	2	2	1
1.224	11	2	3	0	0
TOTAL INSTRUC	3481	705	499	379	195
INSTITUTIONAL					
2. 1 COMMUN	13	3	0	1	2
2. 2	16	3	2	1	3
2. 3	32	10	3	4	1
2. 4 DEC-MAK	10	1	1	1	0
2. 5	5	1	1	0	2
2. 6	22	2	1	7	0

GOALS CATALOG CODE/LOCATOR	GOALS	PG1	PG2	PG3	PG4
2. 7	2	0	0	0	0
2. 8	1	0	1	0	0
2. 9	5	1	0	1	0
2. 10 ED PROG	25	5	3	4	1
2. 11	7	1	1	0	0
2. 12	10	1	0	1	2
2. 13	16	2	1	1	2
2. 14	5	0	2	0	0
2. 15	2	0	0	0	0
2. 16	15	2	3	1	0
2. 17	4	1	0	0	1
2. 18	7	1	1	1	0
2. 19	8	2	1	1	1
2. 20	10	2	1	3	0
2. 21	17	5	3	0	0
2. 22	9	0	2	1	1
2. 23 PR EVAL	12	2	1	1	0
2. 24	8	0	1	1	0
2. 25	13	3	2	1	0
2. 26 UTIL RES	13	2	1	2	0
2. 27	12	2	2	2	1
2. 28	3	1	1	0	0
2. 29	9	0	1	3	2
2. 30	3	1	0	1	0
2. 31	6	0	1	2	0
2. 32	1	0	0	0	0
2. 33 PERSONNE	19	5	1	1	4
2. 34	19	5	2	3	2
2. 35	1	0	0	0	1
2. 36	4	0	0	1	2
2. 37	2	0	0	1	1
2. 38 ORG/ENV	8	2	2	0	0
2. 39	3	0	1	0	0
2. 40	7	1	1	0	1

SCHOOL ORGANIZATION PROCEDURES AND ENVIR.

2.41 Provide integrated education.
2.42 Maintain discipline.
2.43 Provide traditional programs.
2.44 Provide equal educational opportunities.
2.45 Provide pupils options among educational courses, activities, and experiences.
2.46 Prevent violence.
2.47 Establish year-around schools.
2.48 Utilize team teaching.
2.49 Establish a flexible system of class scheduling.
2.50 Establish individualized instruction to meet each student needs.
2.51 Provide an educational environment that allows each student the opportunity to maximize his/her potential.

FACILITIES & GROUNDS

2.52 Provide facilities for general and special educational needs.
2.53 Provide adequate facilities for recreation, physical exercise, and competitive athletics.
2.54 Provide facilities to enhance learning activities, such as libraries, media centers, open space, etc.
2.55 Provide adequate and safe playgrounds and equipment to meet the needs of the school-community.

CALIFORNIA SCHOOL DISTRICTS
GOALS, SUBGOALS AND PRIORITIES
88 DISTRICTS MEETING CRITERIA
TOTAL ETHNIC ENROLLMENT ABOVE 25%

GOALS CATALOG CODE/LOCATOR	GOALS	PG1	PG2	PG3	PG4
2. 41	3	1	1	0	0
2. 42	18	6	2	2	0
2. 43	2	1	0	0	0
2. 44	6	1	0	0	0
2. 45	16	4	2	2	1
2. 46	2	2	0	0	0
2. 47	1	0	1	0	0
2. 48	4	0	0	1	0
2. 49	4	0	1	0	0
2. 50	28	6	3	2	1
2. 51	37	8	4	2	0
2. 52 FACIL	16	5	3	2	0
2. 53	7	4	0	0	0
2. 54	13	3	1	1	1
2. 55	6	2	2	0	0
TOTAL INSTIT	547	110	64	59	33
UNDEFINED	93	8	5	6	8
GRAND TOTAL	4121	823	568	444	236

CITIZENSHIP

1.1 Learn how to be a good citizen.
1.2 Develop an awareness of civic rights and responsibilities.
1.3 Develop attitudes for productive citizenship in a democracy.
1.4 Develop an attitude of respect for personal and public property.
1.5 Develop an understanding of the obligations and responsibilities of citizenship.
1.6 Acquire the skills, knowledge and values necessary for responsible citizenship.
1.7 Know the main structures and functions of our government and political processes.
1.8 Understand that productive citizenship involves effort to assure good government.
1.9 Comprehend the nature and purpose of governments.
1.10 Live within the law.
1.11 Strive to eliminate prejudice in our society whether based on sex, religious belief, race, nationality, ethnic identification, or age.

IDEALS OF DEMOCRACY

1.12 Understand and practice democratic ideas and ideals.
1.13 Develop loyalty to American democratic ideals.
1.14 Develop patriotism and loyalty to ideals of democracy.
1.15 Develop knowledge and appreciation of the rights and privileges in our democracy.
1.16 Develop an understanding of our American heritage.
1.17 Understand and appreciate the ideals and principles underlying the American democracy.
1.18 Develop patriotism and loyalty to America.
1.19 Understand the democratic political system.
1.20 Be able to compare the democratic political system with other political systems.
1.21 Acquire the skills necessary to adapt and adjust to living in a democratic society.

FAMILY LIVING

1.22 Understand and practice the skills of family living.
1.23 Develop understanding and appreciation of the principles of living in the family group.
1.24 Develop attitudes leading to acceptance of responsibilities as family members.
1.25 Develop an awareness of future family responsibilities and achievement of skills in preparing to accept them.
1.26 Understand the roles and responsibilities of different family members.
1.27 Learn about factors that strengthen and weaken family ties.
1.28 Understand sexual expression in marriage.
1.29 Understand the aims and means of family planning.
1.30 Understand the physical, emotional, and social ramifications of extra-marital sex.
1.31 Know about human reproduction, prenatal development, and birth.
1.32 Know about the stages of human growth and development from infancy to death.
1.33 Understand and be prepared to accept future parental responsibility for children's care, education, and upbringing.

SOCIAL RELATIONSHIPS

1.34 Learn to respect and get along with people with whom we work and live.
1.35 Develop appreciation and respect for the worth and dignity of individuals.
1.36 Develop respect for individual worth and understanding of minority opinions and acceptance of majority decisions.
1.37 Develop a cooperative attitude toward living and working with others.
1.38 Acquire habits and attitudes which have proven value to social relations.
1.39 Understand the interdependence of people.
1.40 Contribute to the improvement of the world.
1.41 Be able to adjust to the changing demands of society.
1.42 Be able to establish and enjoy close personal relationships.
1.43 Recognize feelings and expressions of emotion as a component of human relationships.
1.44 Take responsibility for oneself and not be overly dependent on others.
1.45 Acquire skill in group discussion and meetings.
1.46 Share one's own ideas, opinions, and feelings with others.
1.47 Give due credit to people who have helped one achieve something.
1.48 Be prepared for roles of leader and follower, and be able to accept frustration and defeat as well as success and winning.
1.49 Learn to enjoy the achievements of one's friends and associates.
1.50 Enjoy collaboration with others in joint enterprises.

INTER-CULTURAL RELATIONSHIPS

1.51 Learn how to respect and get along with people who think, dress and act differently.
1.52 Develop an appreciation for and an understanding of other people and other cultures.
1.53 Develop an understanding of political, economic, and social patterns of the rest of the world.
1.54 Develop awareness of the interdependence of races, creeds, nations and cultures.
1.55 Develop an awareness of the processes of group relationships.
1.56 Support the existence of a variety of lifestyles in America.
1.57 Seek relationships with people from other economic, ethnic, and social groups.
1.58 Seek to learn about other cultures by experiencing them.
1.59 Understand how groups with different cultures or values can interrelate effectively.
1.60 Understand how groups with cultures and values quite different from one's own contribute to one's total cultural heritage.

BASIC SKILLS

1.61 Develop skills in reading, writing, speaking and listening.
1.62 Develop ability to communicate ideas and feelings effectively.
1.63 Develop skills in oral and written English.
1.64 Have reading comprehension skills, which include retaining information, seeing implications, making inferences, and arriving at generalizations and conclusions.
1.65 Have oral reading and word attack skills, including phonetics.

CALIFORNIA SCHOOL DISTRICTS
GOALS, SUBGOALS AND PRIORITIES
63 DISTRICTS MEETING CRITERIA
AFDC ABOVE 15 PERCENT

GOALS CATALOG CODE/LOCATOR	GOALS	PG1	PG2	PG3	PG4	GOALS CATALOG CODE/LOCATOR	GOALS	PG1	PG2	PG3	PG4
INSTRUCTIONAL						1. 33	5	1	0	0	0
1. 1 CITIZEN	27	5	4	4	1	1. 34 SOC REL	36	11	9	3	0
1. 2	20	1	2	1	1	1. 35	31	3	5	2	0
1. 3	22	3	2	2	0	1. 36	17	2	2	1	0
1. 4	22	3	3	2	0	1. 37	27	5	4	1	0
1. 5	28	1	6	2	0	1. 38	8	1	1	1	0
1. 6	16	2	5	2	0	1. 39	9	0	2	0	0
1. 7	12	1	3	2	0	1. 40	6	0	2	0	0
1. 8	4	0	0	0	0	1. 41	6	0	1	0	0
1. 9	7	0	0	1	0	1. 42	7	1	0	1	0
1. 10	6	0	0	0	0	1. 43	8	0	2	0	0
1. 11	10	2	0	2	0	1. 44	9	2	1	0	0
1. 12 DEMOC ID	27	0	8	6	2	1. 45	8	1	0	1	0
1. 13	16	0	0	2	0	1. 46	11	2	0	1	0
1. 14	18	0	1	2	0	1. 47	4	0	0	0	0
1. 15	23	1	3	2	0	1. 48	11	3	0	0	0
1. 16	21	1	0	4	0	1. 49	4	0	1	0	0
1. 17	13	1	3	0	0	1. 50	5	0	0	0	0
1. 18	7	0	0	1	0	1. 51 INT-CULT	31	1	10	5	3
1. 19	7	1	0	0	0	1. 52	34	3	3	6	2
1. 20	7	0	1	0	0	1. 53	21	1	3	2	1
1. 21	11	0	3	1	0	1. 54	17	0	0	1	2
1. 22 FAM LIV	21	3	2	6	5	1. 55	13	1	0	1	0
1. 23	16	3	0	0	1	1. 56	5	0	0	0	1
1. 24	14	2	0	0	3	1. 57	6	0	1	1	0
1. 25	16	0	1	1	1	1. 58	8	0	2	1	1
1. 26	6	1	2	1	0	1. 59	11	1	1	2	0
1. 27	2	0	0	0	0	1. 60	16	0	3	4	2
1. 28	5	0	1	0	0	1. 61 BASIC SK	51	26	2	0	0
1. 29	3	0	1	0	0	1. 62	33	7	2	0	0
1. 30	5	0	2	0	0	1. 63	30	6	4	0	0
1. 31	4	1	1	0	0	1. 64	16	6	0	0	0
1. 32	4	0	1	1	0	1. 65	14	7	0	0	0

BASIC SKILLS

1.66 Read for information and pleasure.
1.67 Learn study skills.
1.68 Have proficiency in written expression.
1.69 Speak fluent and clear English.
1.70 Have good listening skills.
1.71 Utilize non-verbal means of communication.
1.72 Have motor, sensory, and memory skills appropriate to one's age and growth level.
1.73 Have legible penmanship.
1.74 Be able to spell.
1.75 Recognize types and effects of mass communication.
1.76 Be able to apply the fundamental arithmetic operations with whole numbers, fractions, decimals, and percents, and understand common mathematical symbols.
1.77 Be able to apply mathematics to the solution of problems encountered in daily living.
1.78 Develop skills in the use of other languages.
1.79 Learn about computer languages.
1.80 Develop writing as a means of self-expression.

GENERAL KNOWLEDGE

1.81 Gain a general education.
1.82 Develop background and skills in the use of numbers, natural sciences, mathematics, and social sciences.
1.83 Develop a fund of information and concepts.
1.84 Develop special interests and abilities.
1.85 Have knowledge of mathematical concepts, definitions, symbols, and operations.
1.86 Understand the contribution of mathematics and science to technological and economic progress.
1.87 Understand elements of art and music.
1.88 Develop rational skills for scientific problem-solving, including divergent and convergent thinking, induction and deduction, hypothesizing, testing and observing, analysis, synthesis, and valuing.
1.89 Be able to speak convincingly and effectively.
1.90 Recognize and read various styles and forms of good literature.
1.91 Understand the contributions of sub-cultures to American society.
1.92 Understand governmental and political systems.
1.93 Understand the political, economic, and social problems throughout the world.
1.94 Understand the major records of history, anthropology, and past cultures.
1.95 Be knowledgeable about government and social services and how they are supported by taxation.
1.96 Understand the role of business and industry in the United States.
1.97 Be knowledgeable about the role of the United States in world affairs, including foreign military and economic commitments, international trade and relations, and participation in the United Nations.

CHARACTER AND PERSONAL VALUES

1.98 Develop good character and self-respect.
1.99 Develop moral responsibility and a sound ethical and moral behavior.
1.100 Develop the student's capacity to discipline himself to work, study, and play constructively.
1.101 Develop a moral and ethical sense of values, goals, and processes of free society.
1.102 Develop standards of personal character and ideals.
1.103 Possess ethical, moral, social, and spiritual values and use them to make decisions and establish personal goals.
1.104 Be knowledgeable about the major religions, philosophies, and moral and ethical teachings.
1.105 Develop personal discipline.
1.106 Understand the relation of one's personal ethical values to the processes of a free society.
1.107 Behave in accordance with one's standards.
1.108 Appreciate society's moral and ethical values.
1.109 Learn to accept responsibility for one's own behavior.

DECISION-MAKING AND PROBLEM SOLVING

1.110 Learn how to examine and use information.
1.111 Develop ability to examine constructively and creatively.
1.112 Develop ability to use scientific methods.
1.113 Develop reasoning abilities.
1.114 Develop skills to think and proceed logically.
1.115 Be knowledgeable about and use the principles of making decisions and solving problems.
1.116 Understand the role of value judgments in decision-making.
1.117 Understand the role of uncertainty in decision-making.
1.118 Be able to distinguish fact from opinion.
1.119 Be able to invent new approaches to difficult problems.
1.120 Learn to concentrate.
1.121 Know how to use common sources of information.
1.122 Know how to test decisions by the criteria of common sense and reasonable expectation.
1.123 Apply accumulated knowledge, skills, and experience to present day living and planning for the future.

PREPARATION FOR CHANGES

1.124 Learn about and try to understand the changes that take place in the world.
1.125 Develop ability to adjust to the changing demands of society.
1.126 Develop an awareness and the ability to adjust to a changing world and its problems.
1.127 Develop understanding of the past, identify with the present, and the ability to meet the future.
1.128 Understand that the world is continually changing and be able to adapt to such changes.
1.129 Be able to solve personal problems occasioned by change.
1.130 Understand how world problems require social change and personal adjustment for their solution.
1.131 Be open to change and ready to adjust to change.

CALIFORNIA SCHOOL DISTRICTS
GOALS, SUBGOALS AND PRIORITIES
63 DISTRICTS MEETING CRITERIA
AFDC ABOVE 15 PERCENT

GOALS CATALOG CODE/LOCATOR	GOALS	PG1	PG2	PG3	PG4	GOALS CATALOG CODE/LOCATOR	GOALS	PG1	PG2	PG3	PG4
1. 66	9	4	0	0	0	1. 99	22	3	1	1	1
1. 67	15	5	2	0	1	1.100	23	4	2	2	2
1. 68	15	4	1	0	0	1.101	22	5	2	1	0
1. 69	12	4	0	0	0	1.102	15	1	0	2	0
1. 70	11	4	1	0	0	1.103	12	0	1	1	0
1. 71	5	0	0	0	0	1.104	7	1	0	0	0
1. 72	8	3	1	0	1	1.105	13	2	1	1	1
1. 73	11	3	1	1	0	1.106	9	3	0	1	0
1. 74	14	5	1	0	0	1.107	10	2	1	1	1
1. 75	4	0	1	0	0	1.108	4	0	0	0	0
1. 76	35	14	2	0	0	1.109	14	2	1	1	1
1. 77	21	9	1	0	0	1.110 PROB SOL	30	16	3	1	0
1. 78	13	2	2	2	1	1.111	25	6	1	1	0
1. 79	3	0	0	1	0	1.112	17	1	2	2	0
1. 80	11	4	0	1	0	1.113	24	4	2	0	0
1. 81 GEN KNOW	28	13	2	1	0	1.114	24	10	0	0	1
1. 82	29	6	1	1	0	1.115	17	4	2	0	1
1. 83	16	3	0	1	0	1.116	5	2	1	0	0
1. 84	15	2	0	0	0	1.117	3	1	0	0	0
1. 85	16	5	1	0	0	1.118	4	0	0	0	0
1. 86	9	0	3	2	0	1.119	10	2	1	0	1
1. 87	10	0	0	2	1	1.120	5	0	0	0	0
1. 88	20	6	1	0	0	1.121	6	1	1	0	0
1. 89	8	0	1	0	1	1.122	8	1	0	1	0
1. 90	6	2	0	0	0	1.123	14	3	1	0	0
1. 91	10	0	2	1	0	1.124 CHANGE	22	2	6	6	2
1. 92	10	2	1	0	0	1.125	22	3	3	2	1
1. 93	9	1	2	0	0	1.126	25	1	4	1	0
1. 94	9	2	3	0	1	1.127	18	0	3	1	0
1. 95	5	0	0	2	0	1.128	10	0	2	0	0
1. 96	5	0	0	0	0	1.129	7	0	1	1	0
1. 97	7	0	2	1	0	1.130	3	0	0	1	0
1. 98 CHAR/VAL	30	11	5	1	0	1.131	9	0	2	1	0

PREP FOR CHANGES

1.132 Understand the principles of conflict resolution, weighing of evidence, negotiation, and reasonable compromise.
1.133 Be aware of the influence of others as one establishes values and makes decisions.

PREP. FOR ENTERING THE WORLD OF WORK

1.134 Develop skills to enter a specific field of work.
1.135 Develop abilities and skills needed for immediate employment.
1.136 Develop an awareness of opportunities and requirements related to a specific field of work.
1.137 Develop an appreciation of good workmanship.
1.138 Understand the value of work to society, to one's personal development, and to preparation for a career.
1.139 Have general knowledge and specific information about vocations of interest to oneself.
1.140 Know how to get and hold a job.

ABILITY TO MAKE JOB SELECTIONS

1.141 Gain information needed to make job selections.
1.142 Promote self-understanding and self-direction in relation to student's occupational interests.
1.143 Develop the ability to use information and counseling services related to the selection of a job.
1.144 Develop a knowledge of specific information about a particular vocation.
1.145 Appreciate the importance of work to self-fulfillment and happiness.
1.146 Have the abilities, attitudes, and skills necessary for realizing a productive and useful career.
1.147 Know enough about oneself to make an appropriate career choice.
1.148 Understand career ladders and how one can continually upgrade skills and abilities to obtain more satisfying work.
1.149 Appreciate the satisfactions of superior performance.
1.150 Be able to relate changes in society to changing career opportunities.
1.151 Integrate work and family responsibilities in a satisfactory fashion.

MANAGEMENT OF RESOURCES

1.152 Learn how to be a good manager of money , property, and resources.
1.153 Develop an understanding of economic principles and responsibilities.
1.154 Develop ability and understanding in personal buying, selling, and investment.
1.155 Develop skills in management of natural and human resources and man's environment.
1.156 Be a careful consumer who utilizes resources efficiently while minimizing environmental damage.
1.157 Work to eliminate air, water, noise, and land pollution.
1.158 Work to protect and preserve the ecological balance of nature.
1.159 Develop a sense of responsibility for personal and public property.
1.160 Work to protect natural resources.
1.161 Not waste one's own and others' time.
1.162 Understand the effects of technology and population growth on the environment.
1.163 Use material assets to satisfy basic needs and pursue personal and family goals.
1.164 Understand the value of human resources.

DESIRE FOR LEARNING

1.165 Develop a desire for learning now and in the future.
1.166 Develop intellectual curiosity and eagerness for lifelong learning.
1.167 Develop a positive attitude toward learning.
1.168 Develop a positive attitude toward continuing independent education.
1.169 Recognize learning as a continuous process for self-development.
1.170 Experience satisfaction in gaining new information and skills.
1.171 Assume personal responsibility for independent learning.
1.172 Recognize that personal growth and knowledge can contribute to the learning of others.
1.173 Apply accumulated knowledge, skills, and experience to every day living.
1.174 Seek new learning experiences.
1.175 Desire to achieve at one's level of age and ability.
1.176 Be inquisitive about natural phenomena and puzzling events.
1.177 Develop a program for realizing personal and family goals.
1.178 Learn how to evaluate one's progress.
1.179 Learn how to identify one's needs.

LEISURE TIME

1.180 Learn how to use leisure time.
1.181 Develop ability to use leisure time productively.
1.182 Develop a positive attitude toward participation in a range of leisure time activities--physical, intellectual, and creative.
1.183 Develop appreciation and interests which will lead to wise and enjoyable use of leisure time.
1.184 Recognize that happiness is pursued and realized in many ways.
1.185 Understand the necessity for an appropriate balance between work and leisure.
1.186 Understand the contribution of leisure and relaxation to effective work.
1.187 Learn games and skills which will enable one to join the leisure time activities of others.

AESTHETICS – FINE ARTS

1.188 Appreciate culture and beauty in the world.
1.189 Develop abilities for effective expression of ideas and cultural appreciation (fine arts).
1.190 Cultivate appreciation for beauty in various forms.
1.191 Develop creative self-expression through various media (art, music, writing, etc.).
1.192 Develop special talents in music, art, literature and foreign languages.
1.193 Appreciate the contribution of our cultural and artistic heritage to our way of life.
1.194 Learn to enjoy the work and performances of especially talented artists.
1.195 Learn to appreciate the beauties of nature.
1.196 Learn to appreciate architectural beauty.
1.197 Develop a knowledge of various folk arts and folk music.

SELF–ESTEEM

1.198 Develop pride in work and a feeling of self-worth.
1.199 Develop a feeling of student pride in his achievements and progress.

CALIFORNIA SCHOOL DISTRICTS
GOALS, SUBGOALS AND PRIORITIES
63 DISTRICTS MEETING CRITERIA
AFDC ABOVE 15 PERCENT

GOALS CATALOG CODE/LOCATOR	GOALS	PG1	PG2	PG3	PG4	GOALS CATALOG CODE/LOCATOR	GOALS	PG1	PG2	PG3	PG4
1.132	4	0	0	0	0	1.166	22	4	1	0	0
1.133	5	0	1	0	0	1.167	21	5	2	1	0
1.134 PREP WRK	18	1	5	1	5	1.168	14	4	0	0	0
1.135	12	1	3	0	0	1.169	7	1	1	0	0
1.136	17	0	2	1	3	1.170	5	0	1	1	0
1.137	13	1	2	0	1	1.171	8	1	1	1	1
1.138	8	0	2	2	0	1.172	1	0	0	0	0
1.139	14	1	4	1	1	1.173	2	0	0	0	0
1.140	5	0	2	0	0	1.174	4	0	2	0	0
1.141 JOB SEL	20	1	2	3	7	1.175	5	0	1	0	0
1.142	13	0	1	1	1	1.176	2	0	0	1	0
1.143	12	1	3	0	0	1.177	3	0	0	0	0
1.144	10	0	1	0	1	1.178	6	2	0	0	0
1.145	7	0	0	1	1	1.179	3	0	0	0	0
1.146	8	0	1	1	0	1.180 LEISURE	19	0	3	4	8
1.147	7	1	1	0	0	1.181	18	1	0	2	3
1.148	4	0	0	1	0	1.182	20	1	1	2	3
1.149	4	0	0	1	0	1.183	17	1	1	1	4
1.150	4	0	0	0	1	1.184	3	0	0	0	0
1.151	2	0	0	0	0	1.185	3	0	0	0	1
1.152 MGT RES	22	0	4	3	7	1.186	1	0	0	0	0
1.153	13	0	0	2	0	1.187	7	0	0	2	1
1.154	15	0	1	1	1	1.188 AES/ARTS	31	0	8	7	4
1.155	22	1	0	3	2	1.189	27	1	1	3	2
1.156	7	0	0	1	0	1.190	18	0	1	2	3
1.157	3	0	0	0	0	1.191	26	0	1	1	4
1.158	8	0	1	3	0	1.192	20	1	0	3	1
1.159	4	0	0	0	1	1.193	9	0	1	0	2
1.160	9	0	0	2	1	1.194	7	0	0	3	1
1.161	4	1	0	0	2	1.195	4	0	0	1	0
1.162	5	0	0	1	0	1.196	3	0	0	1	0
1.163	3	0	0	0	0	1.197	7	1	0	1	1
1.164	7	0	0	2	1	1.198 SELF-EST	39	20	2	0	1
1.165 DES LEAR	30	15	3	1	0	1.199	19	4	1	0	0

SELF-ESTEEM AND SELF-DEVELOPMENT

1.200 Develop self-understanding and self-awareness.
1.201 Develop the student's feeling of positive self-worth, security, and self-assurance.
1.202 Achieve self-realization by maximizing the fulfillment of one's potential.
1.203 Become a whole person by the integration of one's feelings, thoughts, and actions.
1.204 Understand human reactions in a variety of emotional situations such as love, sorrow, stress, depression, joy, sexual relation, anger, anxiety.
1.205 Be willing to try new experiences and take reasonable risks.
1.206 Be aware of changes in self brought about by maturation and education.
1.207 Be in possession of self-control.
1.208 Develop the self-confidence to take the initiative to change one's conditions of existence.
1.209 Understand and appreciate one's experience as a member of the community in which one lives.
1.210 Understand and take pride in one's own cultural and ethnic background.
1.211 Develop the ability to understand oneself in relation to the environment, and the extent of one's control over one's future.

HEALTH AND SAFETY

1.212 Practice and understand the ideas of health and safety.
1.213 Establish an effective individual physical fitness program.
1.214 Develop an understanding of good physical health and well being.
1.215 Establish sound personal health habits and information.
1.216 Develop a concern for public health and safety.
1.217 Value good health and well-being.
1.218 Be able to recognize symptoms of poor physical or mental health.
1.219 Have good nutritional and cleansing habits.
1.220 Exercise regularly and get adequate rest.
1.221 Take reasonable precautions for the safety of oneself.
1.222 Know the physical and social consequences of smoking and alcoholism.
1.223 Know the physical and social consequences of drug abuse.
1.224 Be knowledgeable about the causes and prevention of disease.

COMMUNICATION

2.1 Report student progress on a regular basis to parents and students.
2.2 Assure adequate articulation and communication among age and grade levels, schools, districts, and other educational institutions.
2.3 Establish effective communication between parents, teachers, students, and community.

DECISION-MAKING

2.4 Provide each school with sufficient autonomy to establish programs suitable to their school-community.
2.5 Establish advisory councils at each school.
2.6 Involvement of representatives of all segments of the school-community in decision making.
2.7 Provide for administrative decentralization.
2.8 Improve Board-Superintendent relations.
2.9 Utilize a valid information base in making decisions.

EDUCATIONAL PROGRAMS

2.10 Provide programs and services to meet health, counseling, psychological, welfare and attendance, and special educational needs of pupils.
2.11 Provide opportunities for students to participate in community activities, including community service and work experience.
2.12 Provide a variety of extra-curricular activities.
2.13 Provide all students with equal educational opportunities.
2.14 Establish a program of early childhood education.
2.15 Develop educational programs to reduce dropouts.
2.16 Provide a program of bi-lingual education for non-English speaking pupils.
2.17 Develop educational programs to increase attendance.
2.18 Provide programs and services for special education.
2.19 Provide programs and services for general education.
2.20 Provide programs and services for pupil personnel services.
2.21 Provide programs and services for vocational education.
2.22 Provide ethnic studies programs.

PROGRAM EVALUATION

2.23 Provide for accountability through a system of research, program planning and development, evaluation and modification, and reporting to the community.
2.24 Provide feedback for public examination and redirection of the educational programs.
2.25 Should help individual students, teachers, parents, and other school community members learn about themselves and their relationship to others.

UTILIZATION OF RESOURCES

2.26 Utilize local, state, and federal resources to provide personnel, programs, materials, and facilities to assist all students in meeting the educational objectives adopted by themselves, the district, and their own school.
2.27 Provide leadership and resources to develop programs, utilizing the services of community citizens and agencies.
2.28 Improve transportation service for pupils.
2.29 Utilize services of community volunteer organizations.
2.30 Improve food services for pupils.
2.31 Provide resources and opportunities appropriate to meet the special needs of disadvantaged youth.
2.32 Provide free lunches for needy pupils.

PERSONNEL

2.33 Provide for a systematic process of personnel selection and evaluation.
2.34 Provide adequate resources and adopt policies for the improvement and upgrading of all staff.
2.35 Adopt employment policies which include an affirmative action plan for assuring reasonable ethnic balance among district staff.
2.36 Get rid of ineffective teachers.
2.37 Get rid of ineffective administrators.

SCHOOL ORGAN

2.38 Allow and encourage the establishment of alternative learning opportunities.
2.39 Provide oper. classrooms.
2.40 Provide non-graded instruction.

CALIFORNIA SCHOOL DISTRICTS
GOALS, SUBGOALS AND PRIORITIES
63 DISTRICTS MEETING CRITERIA
AFDC ABOVE 15 PERCENT

GOALS CATALOG CODE/LOCATOR	GOALS	PG1	PG2	PG3	PG4
1.200	24	3	4	0	1
1.201	33	4	5	1	1
1.202	15	1	2	1	0
1.203	7	1	1	0	0
1.204	8	1	1	0	1
1.205	7	2	1	0	0
1.206	7	1	1	0	0
1.207	8	1	1	0	0
1.208	6	0	1	0	0
1.209	8	1	2	0	0
1.210	11	2	1	1	0
1.211	7	1	2	0	0
1.212 HEAL/SAF	31	2	11	9	0
1.213	22	1	5	3	0
1.214	31	2	3	5	0
1.215	24	0	5	2	1
1.216	14	0	1	1	0
1.217	5	1	1	1	0
1.218	9	1	1	1	0
1.219	7	0	3	0	0
1.220	7	0	1	2	0
1.221	5	0	1	1	0
1.222	4	0	1	1	0
1.223	8	0	3	1	0
1.224	9	2	2	0	0
TOTAL INSTRUC	2883	415	325	224	124
INSTITUTIONAL					
2. 1 COMMUN	10	2	1	1	1
2. 2	11	0	2	2	2
2. 3	21	5	4	0	1
2. 4 DEC-MAK	8	1	2	0	0
2. 5	5	1	1	1	0
2. 6	17	2	2	1	0

GOALS CATALOG CODE/LOCATOR	GOALS	PG1	PG2	PG3	PG4
2. 7	2	0	1	0	0
2. 8	1	0	1	0	0
2. 9	5	0	2	0	0
2. 10 ED PROG	18	4	3	2	0
2. 11	6	0	2	0	0
2. 12	9	1	1	1	1
2. 13	9	2	1	0	1
2. 14	3	0	1	0	0
2. 15	3	0	1	0	0
2. 16	12	2	3	0	0
2. 17	5	1	1	0	1
2. 18	8	1	3	0	0
2. 19	5	3	0	0	0
2. 20	6	1	1	1	0
2. 21	15	4	3	0	0
2. 22	8	0	1	1	1
2. 23 PR EVAL	7	1	0	1	0
2. 24	6	0	0	0	0
2. 25	11	2	2	0	0
2. 26 UTIL RES	11	2	0	3	0
2. 27	7	1	1	0	0
2. 28	3	1	0	0	0
2. 29	5	0	1	1	0
2. 30	2	0	0	1	0
2. 31	5	0	0	1	0
2. 32	1	0	0	0	0
2. 33 PERSONNE	12	4	1	1	1
2. 34	11	4	0	1	0
2. 35	1	0	0	0	0
2. 36	1	0	0	0	1
2. 37	0	0	0	0	0
2. 38 ORG/ENV	5	0	1	1	0
2. 39	2	0	1	0	0
2. 40	5	1	1	0	1

SCHOOL ORGANIZATION PROCEDURES AND ENVIR

2.41	Provide integrated education.
2.42	Maintain discipline.
2.43	Provide traditional programs.
2.44	Provide equal educational opportunities.
2.45	Provide pupils options among educational courses, activities, and experiences.
2.46	Prevent violence.
2.47	Establish year-around schools.
2.48	Utilize team teaching.
2.49	Establish a flexible system of class scheduling.
2.50	Establish individualized instruction to meet each student needs.
2.51	Provide an educational environment that allows each student the opportunity to maximize his/her potential.

FACILITIES & GROUNDS

2.52	Provide facilities for general and special educational needs.
2.53	Provide adequate facilities for recreation, physical exercise, and competitive athletics.
2.54	Provide facilities to enhance learning activities, such as libraries, media centers, open space, etc.
2.55	Provide adequate and safe playgrounds and equipment to meet the needs of the school-community.

CALIFORNIA SCHOOL DISTRICTS
GOALS, SUBGOALS AND PRIORITIES
63 DISTRICTS MEETING CRITERIA
AFDC ABOVE 15 PERCENT

GOALS CATALOG CODE/LOCATOR	GOALS	PG1	PG2	PG3	PG4
2. 41	2	1	1	0	0
2. 42	14	3	2	2	1
2. 43	3	1	0	1	0
2. 44	5	1	1	0	0
2. 45	12	3	0	2	1
2. 46	2	1	0	1	0
2. 47	0	0	0	0	0
2. 48	3	0	0	1	0
2. 49	3	0	0	0	1
2. 50	19	2	1	2	1
2. 51	23	5	1	2	0
2. 52 FACIL	11	2	3	1	0
2. 53	4	3	0	0	0
2. 54	10	3	1	0	0
2. 55	5	0	2	0	0
TOTAL INSTIT	398	71	57	32	15
UNDEFINED	28	2	1	2	2
GRAND TOTAL	3309	488	383	258	141

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Appendix

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July 5, 1973

BACKGROUND FOR DATA COLLECTION AND REPORTING FORMAT

In August of 1971, John Vasconcellos, Chairman of the Joint Legislative Committee on Educational Goals and Evaluation, and Dr. Wilson Riles, State Superintendent of Public Instruction, believing in the concept of community involvement in the development and adoption of local school district goals and objectives, entered into an agreement to coordinate efforts and work together in a process to assist school districts determine their philosophies, goals, objectives and priorities.

The Legislature, in recommending the goals process, was not recommending a specific method to be used nor attempting to influence the outcome of the process in any way. However, the guidelines in Education For The People, Volumes I and II, provide general timelines and hopeful outcomes to assist the State Legislature via the State Superintendent and State Board of Education with enabling legislation to provide the quality and equality of education for students served by the public school system in keeping with community needs and priorities.

On May 26, 1972, Dr. Wilson Riles requested County Superintendents of Schools to assume a leadership role in assisting school districts in developing their philosophy, goals and objectives with broadly based community involvement.

There is a need to develop a system to collect the goals, subgoals, and priorities adopted by local boards of education for forwarding to the Joint Committee and the State Board of Education in order for legislators, the Department of Education, and the State Board of Education to recommend legislation to the State Legislature to consider in meeting the relevant needs of the California public school system.

DATA COLLECTION AND REPORTING FORMAT
(Adopted June 26, 1973)

I. Introduction

The Legislature and the State Department of Education, believing in the concept of community involvement in the development of programs and priorities for the public schools of California, developed and recommended the process as set forth in Education For The People.

II. Statement of the Problem

Education For The People, Volume I, recommends the development of a method for the collection of goals from school districts for the purpose of identifying and recommending to the Legislature and State Board of Education statewide programs and priorities. Through this process, local goals and sub-goals will form the basis for proposing state and local program priorities for California public schools. Statewide program priorities are not to be binding on school districts; they will not be super-goals for California education. The state should be supportive of local efforts to innovate and succeed while generating information needed for state policy-making and program development. The Legislature, after having invited all citizens to participate in a goals search process, should utilize the results of citizen participation in exercising its responsibility to assist local districts to meet the goals identified by their local school-communities, including parents, teachers, students and taxpayers, and in exercising its responsibility for decision-making in state educational policy and fiscal matters.

This statement is provided to facilitate and clarify the goals collection procedure which is to be conducted at both county and state levels, and it supersedes any guidelines contained in Volume I which may conflict with this format. The process of collecting goals information from school districts will begin on November 1, 1973, or as soon thereafter as the system is ready. County school offices will compile and report this information no later than March 1, 1974, or, in case of delay in starting, four months after the opening date.

The Joint Committee's responsibility is to insure dissemination of goal and program data for state use. The goals, sub-goals, and priorities collected should represent those most recently developed; they should fit within the limits of the definitions and also have been developed reasonably within the guidelines described in Volume I. The goals, sub-goals, and priorities may be newly adopted or re-adopted recently by the governing board; either is acceptable if the data meet the established criteria.

III. Assignment of Responsibility

The Joint Committee will develop the data collection process with the State Department of Education and the county superintendents of schools offices to assure communication and efficiency of effort. A data collection agency will be responsible to the Department of Education for carrying out the duties ascribed to it here and in a more detailed description of duties written by the combined staffs of the Department of Education and the Joint Committee, in consultation with the county superintendents of schools.

IV. Criteria for Goals Collection and Selection of Information to be Considered

Following are the requirements for including data from school districts in the statewide study. Districts which do not meet all the criteria are encouraged to initiate or recycle the process in order to meet the March 1, 1974 deadline.

A. Local district governing board adoption of educational goals, sub-goals, and priorities is required. It is important that the educational goals, sub-goals, and priorities that are collected be current and relevant.

Criterion #1

Verification that each recommendation has been fulfilled will be made to the county superintendent or his designee by a district reporting committee, consisting of a district administrator, governing board member, teacher, student, and the District Goals Committee chairman or other lay community representative.

Members of the District Reporting Committee must be selected by their peers. The county superintendent or his designee shall verify that members were so selected.

Criterion #2

"Product data" (i.e., goals, sub-goals, and priorities), to be included in the study, must have been adopted or re-adopted by the district governing board no earlier than the school year 1970 - 71.

B. Extent of community participation

The recommended process depends upon broad-based school=community participation in the setting of educational goals, sub-goals, and priorities. It is essential that there be such participation.

Criterion #3

Community members and district personnel, including classroom teachers, must have been involved at least moderately in all districts. Students in high school and unified districts must have been involved at least moderately. Students in elementary districts must have been involved at least a little. "District personnel" includes certificated and classified employees.

Criterion #4

The district reporting committee must assure that all segments of the community were directly involved: ethnic, economic and geographic characteristics must be considered.

Criterion #5

The goal setting process must have included one of the following procedures:

a. operated at each school site, with district level goals derived from the combined school goals; or

b. operated centrally or at regional sites, with participation from each school site and with school=communities free to establish and pursue their own goals and program priorities within a district framework.

C. Format for reporting

For reporting purposes, the usefulness of district data depends not only on the process by which data were derived, but also on the comparable format of the product.

Criterion #6

a. Two types of data shall be reported:

(1) Process data -- responses of a district reporting committee as described under Criterion #1 above. These data will be collected by the county superintendent or his designee.

(2) Product data -- district goals, sub-goals, and priorities (as defined in Volume I, page 7).

b. The county superintendent or his designee will report on the use of the 19-step process outlined in Volume I based on the responses from the district reporting committees. A check list will be included for evaluating the usefulness of the 19-step process (see Volume I, page 17).

Criterion #7

A data collection agency will be selected to collect both process and product data.

Criterion #8

The Joint Committee on Educational Goals and Evaluation, in cooperation with the State Department of Education, shall provide a goals categorization system by which each district's product data will be catalogued. The county superintendent or his designee will verify the categorization of district goals information with the local school district governing board. The purpose of this procedure is to maintain the contextual meaning of data as intended by the districts.

Criterion #9

Districts with 50,000 ADA and above will be requested to forward process and product data by administrative zones where they exist, in addition to the data for the district as a whole.

Criterion #10

The data collection agency, in cooperation with the State Department of Education and county superintendents, will administer the collection system statewide to assure uniform reporting of data among 58 counties into a state data pool.

Criterion #11

Based on the results of this data collection process, the Joint Committee should recommend improved procedures for recycling of the goal setting process to appropriate state, county and local agencies.

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